

Agenda Item:	IV B: Action Item
Date:	June 17, 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:	Approval of the Local Control and Accountability Plans (LCAP) for All MPS

**1. Action Proposed:**

I move that the Board approve the Local Control Accountability Plans for all MPS.

**2. Purpose:**

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

**3. Background:**

*LCAP Development Process*

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

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

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

As part of the LCAP development process our schools have conducted educational partners surveys to engage our educational partners in the evaluation of their experience at MPS. School leadership teams have shared 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 have completed their reflections and presented them to their educational partners in various settings, including presentations at regular meetings of the Board.

School leadership teams have also presented 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 have been 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*

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

MPS held a public hearing for our LCAPs and a public hearing for the school budgets at the regular meeting of the Board on June 17, 2024. For the public hearing, the ~~draft~~ LCAPs were uploaded to the school websites under Accountability for easy public access. The invitation to the public hearing was shared with educational partners via our ParentSquare messaging system as well as how the public could share their feedback. The public hearing for the school budgets led by the finance department took place after the public hearing for the LCAPs.

#### *Local Indicators, LCAP Adoption, and Budget Adoption*

Besides the public hearing requirement for the LCAP and the budget, the LCAP adoption process also requires adoption of the LCAP at the same meeting as the budget adoption, LCAP before the budget, as well as sharing of the local indicators with the board and the public at the same meeting. Therefore, the June 17, 2024, Board agenda includes one information item, i.e., the local indicators, and two approval items, i.e., the LCAP and the budget.

#### **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 have worked 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 reports produced from Adaptive Insights have been used by the principals to update the required fields in the LCAP templates. Since MPS chooses to use the LCAP as SPSA, the expenditures funded by the federal Title funds have been specifically outlined in the LCAP action descriptions. Any substantive changes to Title fund expenditures during the year were shared with the PAC and ELAC and their feedback was sought.

The finalized LCAPs are attached for the Board's approval.

**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. We shared the draft LCAP with, and requested input from, schoolsite-level advisory groups. With thorough support from the Home Office, each MSA school leadership team developed a successful, compliant LCAP document that serves as a comprehensive strategic planning tool for the school.

**6. Exhibits:**

1. LCAP for each Magnolia Science Academy

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-1

CDS Code: 19-10199-6119945

School Year: 2024-25

LEA contact information:

Brad Plonka

Principal

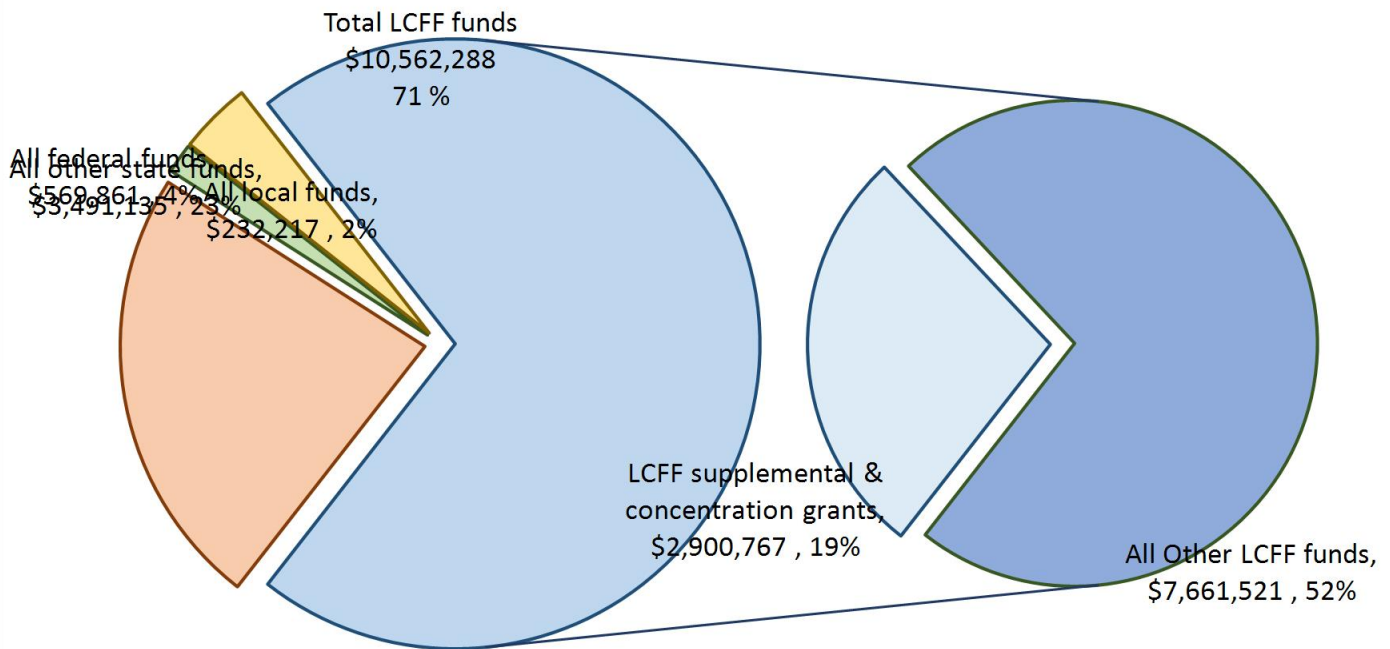
bplonka@magnoliapublicschools.org

(818) 609-0507

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

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

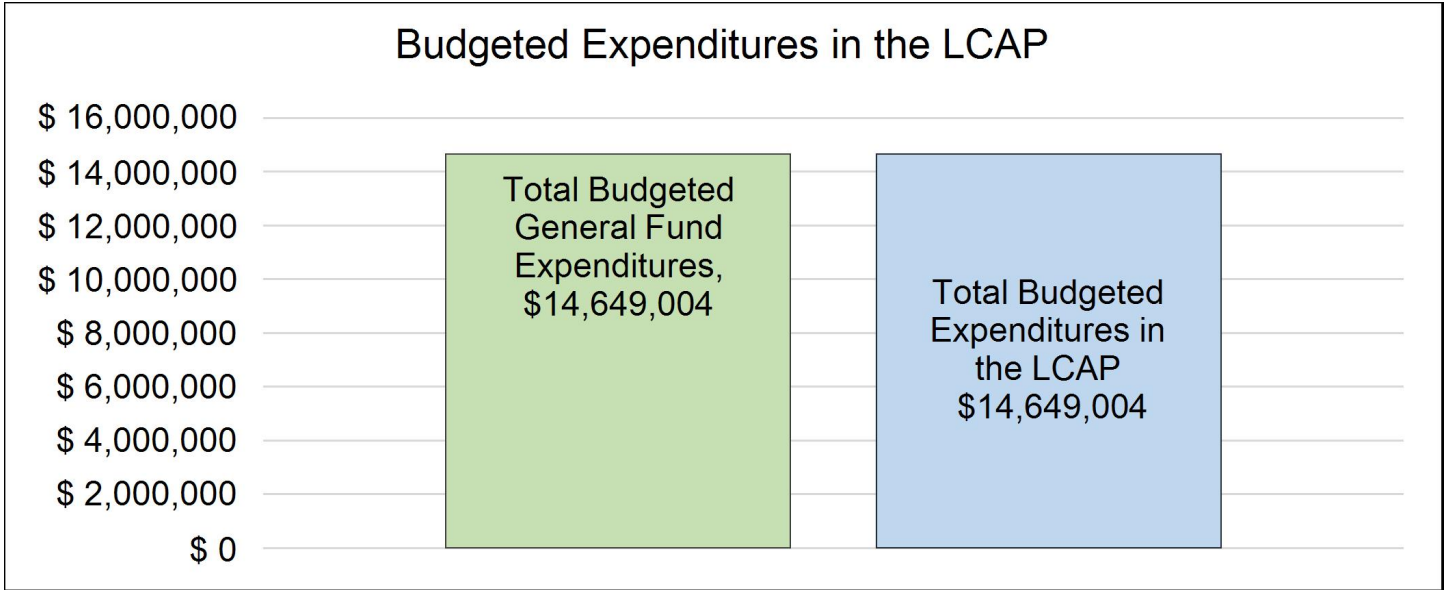


This chart shows the total general purpose revenue Magnolia Science Academy-1 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-1 is \$14,855,501, of which \$10,562,288 is Local Control Funding Formula (LCFF), \$3,491,135 is other state funds, \$232,217 is local funds, and \$569,861 is federal funds. Of the \$10,562,288 in LCFF Funds, \$2,900,767 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-1 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-1 plans to spend \$14,649,004.31 for the 2024-25 school year. Of that amount, \$14,649,004.31 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

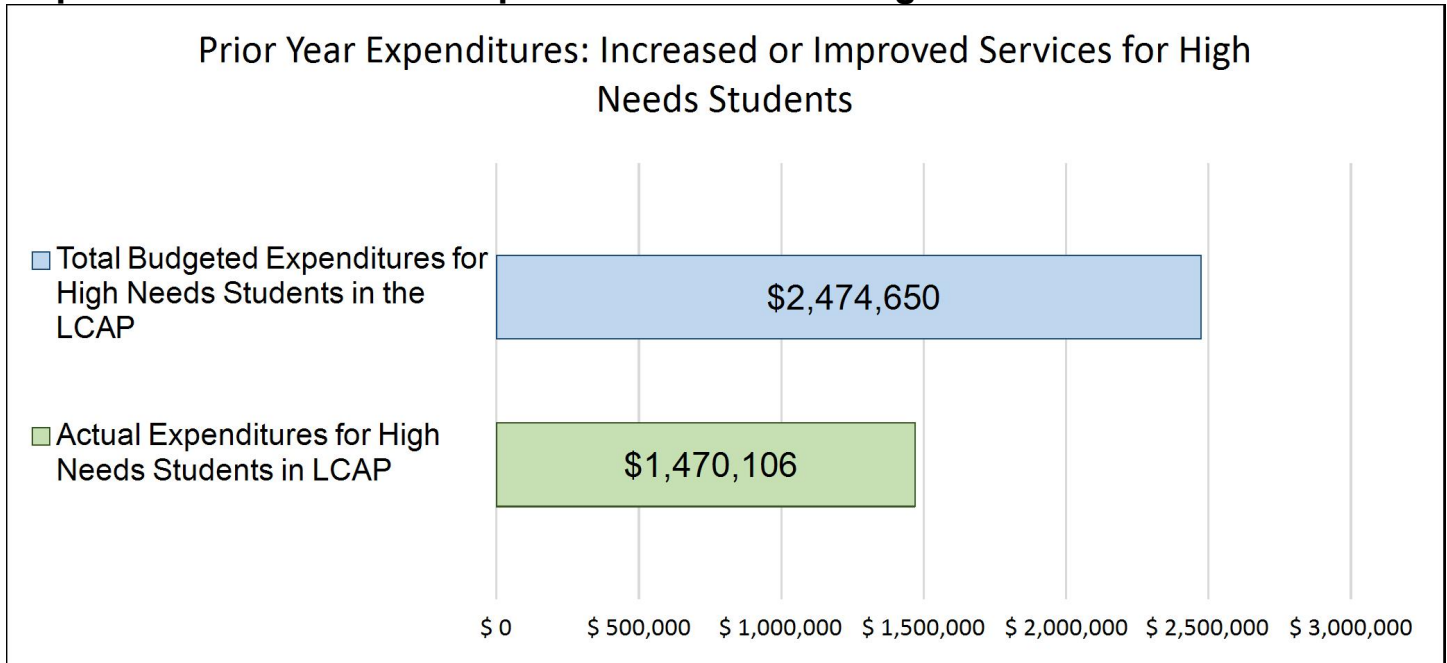
N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-1 is projecting it will receive \$2,900,767 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-1 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-1 plans to spend \$3,383,468.52 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-1's LCAP budgeted \$2,474,649.99 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-1 actually spent \$1,470,106.44 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-1,004,543.5,500,000,003 had the following impact on Magnolia Science Academy-1's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 1 used state, federal, and local funds such as CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	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”	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)					
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%

## Goal Analysis

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

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

Our planned implementation and actions remain unchanged. We continue to provide basic services that ensure a high-quality learning environment. Our commitment to this goal aligns with our original plan, emphasizing the importance of a safe, secure, and healthy environment for all students and staff. We consistently ensure access to fully credentialed teachers and standards-aligned instructional materials.

In the coming year, we will maintain this goal without significant modifications, making only necessary adjustments to optimize the delivery of these basic services. Additionally, we anticipate that increased support for teachers as well as teacher working towards clearing their credentials will help improve our teacher retention rate.

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

Goal 1 Action 1

Budgeted: \$48,000.00

Actual: \$48,000.00

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 2

Budgeted: \$1,204,997

Actual: \$1,204,997

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 3

Budgeted: \$3,087,125

Actual: \$3,036,393

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 4

Budgeted: \$25,000

Actual: \$30,222

Explanation: This action relates to expenditures associated with the following: Food and Office Supplies. Initially, the school budgeted \$30,222 for food and office supplies. However, not all of the budgeted amount was spent based on need.

Goal 1 Action 5

Budgeted: \$1,465,582

Actual: \$1,465,582

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We ensure compliance with teacher assignments and credentials. All students and staff have access to instructional materials and technology. Our school maintains clean and safe facilities that support learning. We provide healthy and nutritious meals daily. The school site benefits from well-coordinated Home Office support services.

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

After reflecting on past practices and incorporating feedback from teachers and stakeholders, we have made several changes to the planned goal, metrics, desired outcomes, and actions for Goal 1 Action 1. These changes focus on improving more classroom support for new teachers and providing enhanced professional development opportunities to better support our teachers in their classrooms.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local 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	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	Year 3 Outcome	Desired Outcome for 2023–24
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) 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 performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 62%	2021-22: (First semester) 76%	2022-23: (First semester) 83%	2023-24: (First semester) 70%	2023-24: 80%
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	This metric has been retired. We are exploring the "Average Grade Level	2023-24: 60.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	Equivalent Growth from fall 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)	<p>2018-19:</p> <ul style="list-style-type: none"> <li>All Students: 45.06%</li> <li>English Learners: 3.03%</li> <li>Socioeconomically Disadvantaged: 44.69%</li> <li>Students with Disabilities: 8.62%</li> <li>Asian: 64.28%</li> <li>Hispanic: 42.73%</li> <li>White: 56.25%</li> </ul>	<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>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 36.04%</li> <li>English Learners: 2.04%</li> <li>Socioeconomically Disadvantaged: 34.81%</li> <li>Students with Disabilities: 5.26%</li> <li>Asian: 69.23%</li> <li>Hispanic: 33.07%</li> <li>White: 69.23%</li> </ul> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 33.01%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 31.44%</li> <li>Students with Disabilities: 11.11%</li> <li>Asian: 50.00%</li> <li>Hispanic: 31.26%</li> <li>White: 45.45%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 44.02%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 48.00%</li> <li>English Learners: 10.00%</li> <li>Socioeconomically Disadvantaged: 48.00%</li> <li>Students with Disabilities: 15.00%</li> <li>Asian: 66.00%</li> <li>Hispanic: 47.00%</li> <li>White: 58.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>All Students: 38.37%</li> <li>English Learners: 1.09%</li> <li>Students with Disabilities: 9.09%</li> <li>Hispanic: 35.73%</li> <li>White: 63.64%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 43.98%</li> </ul>	<p>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"> <li>All Students: 47.07%</li> <li>English Learners: 8.25%</li> <li>Students with Disabilities: 20.00%</li> <li>Hispanic: 45.05%</li> <li>White: 53.85%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 49.64%</li> </ul>		
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source:	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 12.9 points below standard</li> </ul>	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence,	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> <li>All Students: 33.9 points below standard</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 41.1 points below standard</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 7.0 points below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	<ul style="list-style-type: none"> <li>English Learners: 67.8 points below standard</li> <li>Socioeconomically Disadvantaged: 15.7 points below standard</li> <li>Students with Disabilities: 96.0 points below standard</li> <li>Asian: 49.6 points above standard</li> <li>Hispanic: 19.4 points below standard</li> <li>White: 20.9 points above standard</li> </ul>	<p>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"> <li>All Students: 49.5%</li> <li>English Learners: 43.0%</li> <li>Students with Disabilities: 41.1%</li> <li>Hispanic: 48.6%</li> <li>White: 53.3%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 98.5 points below standard</li> <li>Socioeconomically Disadvantaged: 37.6 points below standard</li> <li>Students with Disabilities: 109.7 points below standard</li> <li>Hispanic: 41.0 points below standard</li> <li>White: 40.2 points above standard</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 107.2 points below standard</li> <li>Socioeconomically Disadvantaged: 45.7 points below standard</li> <li>Students with Disabilities: 114.1 points below standard</li> <li>Asian: 4.5 points below standard</li> <li>Hispanic: 46.7 points below standard</li> <li>White: 2.8 points above standard</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 59.0 points below standard</li> <li>Socioeconomically Disadvantaged: 8.0 points below standard</li> <li>Students with Disabilities: 80.0 points below standard</li> <li>Asian: 50.0 points above standard</li> <li>Hispanic: 12.0 points below standard</li> <li>White: 22.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 57.6%</li> </ul>	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p>	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p>	<p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p>	<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 60.0%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>English Learners: 51.0%</li> <li>Socioeconomically Disadvantaged: 58.6%</li> <li>Students with Disabilities: 60.5%</li> <li>Asian: 67.7%</li> <li>Hispanic: 57.3%</li> <li>White: 55.0%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 49.5%</li> <li>English Learners: 43.0%</li> <li>Socioeconomically Disadvantaged: 50.1%</li> <li>Students with Disabilities: 41.1%</li> <li>Asian: 59.4%</li> <li>Hispanic: 48.6%</li> <li>White: 53.3%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 56.1%</li> <li>English Learners: 52.1%</li> <li>Socioeconomically Disadvantaged: 55.3%</li> <li>Students with Disabilities: 58.1%</li> <li>Asian: 64.5%</li> <li>Hispanic: 56.1%</li> <li>White: 40.0%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 57.9%</li> <li>English Learners: 50.4%</li> <li>Socioeconomically Disadvantaged: 57.3%</li> <li>Students with Disabilities: 58.1%</li> <li>Hispanic: 57.3%</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 60.0%</li> <li>Socioeconomically Disadvantaged: 60.0%</li> <li>Students with Disabilities: 60.0%</li> <li>Asian: 70.0%</li> <li>Hispanic: 60.0%</li> <li>White: 60.0%</li> </ul>
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"> <li>All Students: 30.13%</li> <li>English Learners: 9.09%</li> <li>Socioeconomically Disadvantaged: 27.72%</li> <li>Students with Disabilities: 5.17%</li> <li>Asian: 42.86%</li> <li>Hispanic: 27.16%</li> <li>White: 62.50%</li> </ul>	<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</p>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 14.05%</li> <li>English Learners: 1.02%</li> <li>Socioeconomically Disadvantaged: 13.93%</li> <li>Students with Disabilities: 3.57%</li> <li>Asian: 38.46%</li> <li>Hispanic: 11.72%</li> <li>White: 46.15%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 23.53%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 21.96%</li> <li>Students with Disabilities: 3.64%</li> <li>Asian: 38.46%</li> <li>Hispanic: 22.28%</li> <li>White: 28.57%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 34.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 34.00%</li> <li>Students with Disabilities: 15.00%</li> <li>Asian: 45.00%</li> <li>Hispanic: 32.00%</li> <li>White: 64.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>CAASPP- Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> <li>• All Students: 17.49%</li> <li>• English Learners: 1.02%</li> <li>• Students with Disabilities: 3.70%</li> <li>• Hispanic: 14.70%</li> <li>• White: 54.55%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>• All Students: 31.98%</li> </ul>	<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"> <li>• All Students: 18.27%</li> <li>• English Learners: 0.88%</li> <li>• Students with Disabilities: 4.92%</li> <li>• Hispanic: 16.89%</li> <li>• White: 21.43%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/12/23):</p>	<p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>• All Students: 44.18%</li> </ul>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> <li>All Students: 45.52%</li> </ul>		
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"> <li>All Students: 43.1 points below standard</li> <li>English Learners: 77.6 points below standard</li> <li>Socioeconomically Disadvantaged: 47.1 points below standard</li> <li>Students with Disabilities: 121.2 points below standard</li> <li>Asian: 34.3 points above standard</li> <li>Hispanic: 50.0 points below standard</li> <li>White: 6.2 points above standard</li> </ul>	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"> <li>All Students: 50.1%</li> <li>English Learners: 37.2%</li> </ul>	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> <li>All Students: 100.2 points below standard</li> <li>English Learners: 144.9 points below standard</li> <li>Socioeconomically Disadvantaged: 103.3 points below standard</li> <li>Students with Disabilities: 158.6 points below standard</li> <li>Hispanic: 107.8 points below standard</li> <li>White: 37.4 points above standard</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 82.7 points below standard</li> <li>English Learners: 140.6 points below standard</li> <li>Socioeconomically Disadvantaged: 89.0 points below standard</li> <li>Students with Disabilities: 161.8 points below standard</li> <li>Asian: 40.1 points below standard</li> <li>Hispanic: 89.0 points below standard</li> <li>White: 37.2 points below standard</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 37.0 points below standard</li> <li>English Learners: 67.0 points below standard</li> <li>Socioeconomically Disadvantaged: 41.0 points below standard</li> <li>Students with Disabilities: 100.0 points below standard</li> <li>Asian: 35.0 points above standard</li> <li>Hispanic: 42.0 points below standard</li> <li>White: 8.0 points above standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>Students with Disabilities: 44.0%</li> <li>Hispanic: 49.5%</li> <li>White: 71.4%</li> </ul>			
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"> <li>All Students: 57.7%</li> <li>English Learners: 55.4%</li> <li>Socioeconomically Disadvantaged: 57.6%</li> <li>Students with Disabilities: 51.1%</li> <li>Asian: 68.8%</li> <li>Hispanic: 56.5%</li> <li>White: 68.4%</li> </ul>	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 50.1%</li> <li>English Learners: 37.2%</li> <li>Socioeconomically Disadvantaged: 48.9%</li> <li>Students with Disabilities: 44.0%</li> <li>Asian: 50.0%</li> <li>Hispanic: 49.5%</li> <li>White: 71.4%</li> </ul>	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 57.5%</li> <li>English Learners: 50.7%</li> <li>Socioeconomically Disadvantaged: 58.7%</li> <li>Students with Disabilities: 59.6%</li> <li>Asian: 64.5%</li> <li>Hispanic: 56.9%</li> <li>White: 53.3%</li> </ul>	Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 61.1%</li> <li>English Learners: 62.1%</li> <li>Socioeconomically Disadvantaged: 60.1%</li> <li>Students with Disabilities: 53.5%</li> <li>Hispanic: 59.4%</li> <li>White: *</li> </ul>	2023-24: <ul style="list-style-type: none"> <li>All Students: 65.0%</li> <li>English Learners: 60.0%</li> <li>Socioeconomically Disadvantaged: 65.0%</li> <li>Students with Disabilities: 60.0%</li> <li>Asian: 70.0%</li> <li>Hispanic: 65.0%</li> <li>White: 70.0%</li> </ul>
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who	2018-19: (2019 Dashboard) 52.6%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.	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	Year 3 Outcome	Desired Outcome for 2023–24
maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)		2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> <li>Level 4: 16.80%</li> <li>Level 3: 33.60%</li> <li>Level 3: 40.00%</li> <li>Level 1: 9.60%</li> </ul>			
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"> <li>All Students: 30.61%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically</li> </ul>	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> <li>All Students: 21.13%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 5.6%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 33.00%</li> <li>English Learners: 10.00%</li> <li>Socioeconomically</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged: 29.46% <ul style="list-style-type: none"> <li>Students with Disabilities: 5.00%</li> <li>Hispanic: 26.56%</li> <li>Hispanic: 26.56%</li> </ul>		Disadvantaged: 18.22% <ul style="list-style-type: none"> <li>Students with Disabilities: 5.26%</li> <li>Hispanic: 19.41%</li> </ul>	Disadvantaged: 5.26% <ul style="list-style-type: none"> <li>Students with Disabilities: 0.00%</li> <li>Hispanic: 5.22%</li> </ul>	Disadvantaged: 33.00% <ul style="list-style-type: none"> <li>Students with Disabilities: 15.00%</li> <li>Hispanic: 30.00%</li> </ul>

## Goal Analysis

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

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

We are dedicated to ensuring that every student receives equal access to high-quality instruction and a comprehensive curriculum aligned with the California Content Standards. Our commitment encompasses all grade levels and subject areas, striving to meet the diverse needs of our student body.

Our educational approach emphasizes promoting academic progress through rigorous coursework, engaging teaching methods, and supportive learning environments. By integrating these elements, we aim to foster a deep understanding of core subjects and critical thinking skills.

Moreover, we place a strong emphasis on preparing our students for their future endeavors, whether that involves pursuing higher education or entering the workforce. Our programs are designed to equip students with the necessary knowledge, skills, and experiences to succeed in college and their chosen career paths, ensuring they are well-prepared for the challenges and opportunities that lie ahead.

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

Goal 2 Action 1  
 Budgeted: \$2,659,445  
 Actual: \$2,638,350

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 2

Budgeted: \$82,522

Actual:\$82,522

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 3

Budgeted: \$1,239,349

Actual: \$1,177,887

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4

Budgeted: \$89,739

Actual: \$89,739

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 5

Budgeted: \$1,629,137

Actual: \$1,628,269

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Broad Course of Study and Standards-Based Curriculum: We ensured that all students had access to a comprehensive and rigorous educational program aligned with the California Content Standards. This alignment guarantees that our curriculum meets the highest educational benchmarks and prepares students for academic success.

Professional Development for High-Quality Instruction: We enhanced the teaching capabilities of our staff by providing targeted professional development in areas such as Universal Design for Learning (UDL), checking for understanding, differentiation, and cooperative learning. These initiatives have led to improved instructional quality and better student performance.

MTSS - Academic Enrichment, Intervention, and Student Support: Our Multi-Tiered System of Supports (MTSS) effectively addressed the individual needs of our students. By providing multiple layers of academic growth opportunities, this system has resulted in significant improvements in student outcomes.

Designated and Integrated ELD Programs: These programs were designed to enhance students' English proficiency and their ability to access the core curriculum. As a result, students in our English Language Development (ELD) programs have shown marked improvements in academic achievement.

Support for Students with Disabilities: We ensured that students with disabilities had equal access to the curriculum and were provided with the necessary support to facilitate their learning. This commitment has enabled these students to make significant academic progress, ensuring they receive the same educational opportunities as their peers.

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

MSA-1 is dedicated to providing continuous professional development opportunities for all staff members, beginning with intensive summer training and continuing throughout the school year. These sessions will concentrate on enhancing student engagement, building positive relationships, and promoting their overall well-being. Additionally, the Math curriculum in its second year will continue to ensure alignment with the educational requirements for the upcoming 2024-2025 academic year.

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



# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2019-20: (2020 Dashboard) 58.5%	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 Smarter Balanced Interim Assessments (IAB) to project the percentage of	2021-22: 47.56%  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-	2022-23: 64.38%  IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> <li>Grade 11 Students: 53.06%</li> </ul>	2022-23: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 58.23%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 64.38%</li> </ul>	<p>ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 67.61%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 55.56%</li> </ul>		
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 15.87%	<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</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</p>	<p>2022-23: 24.66%</p> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 39.29%</li> </ul>	2022-23: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 34.18%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 38.58%</li> </ul>	<p>CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 19.18%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 56.25%</li> </ul>		
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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 52.0%	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%
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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 53.3%	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%	2023-24: (As of 5/20/24) 88.0%	2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 54.0%	2021-22: (As of 5/13/22) 67%	2022-23: (As of 5/12/23) 87.0%	2023-24: (As of 5/20/24) 76.0%	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 5/20/24) 9.0%	2023-24: 15%
Percentage of students in the current graduating class who have taken a	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 5/20/24) 99%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 95%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/20/24) 100%	2023-24: 100%

## Goal Analysis

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

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

We are committed to fostering innovation among our students, ensuring they receive a well-rounded education that prepares them for college and the challenges of a global society. Our commitment involves encouraging creativity and the transformative use of technology, enabling each student to develop into an independent, innovative scholar.

To achieve this, we will maintain and enhance our existing strategies, which are designed to improve learning outcomes for all students. These strategies include integrating advanced technological tools into the classroom, promoting project-based learning that emphasizes critical thinking and problem-solving skills, and supporting collaborative initiatives that inspire creativity and intellectual growth. Our goal is to equip students with the knowledge, skills, and mindset necessary to excel in an ever-evolving world.

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

Goal 3 Action 1

Budgeted: \$220,094

Actual: \$198,253

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2

Budgeted: \$13,000

Actual: \$13,000

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 3

Budgeted: \$221,975

Actual: \$221,975

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 4

Budgeted: \$482,981

Actual: \$458,274

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 5

Budgeted: \$886,638

Actual: \$886,638

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

College/Career Readiness Programs and Activities: We effectively monitor student outcomes after graduation by tracking metrics such as college admission rates and vocational training enrollment. 77% of our students are classified as Prepared on the College/Career Indicator (CCI), over 99% meet the UC/CSU requirements, and more than 50% of the graduating class earns an Advanced or Honors Diploma.

STEAM and GATE Programs: We evaluate student data from assessments like OLSAT 8, ELPAC, SBAC, CAST, MAP, and IABs to identify students eligible for enrollment in STEAM and Gifted and Talented Education (GATE) programs. Notably, 100% of our students have created or demonstrated a STEAM-focused assignment, showcasing their engagement and skills in these areas.

Digital Literacy and Citizenship Programs: We assess students' abilities to use technology effectively and safely, their understanding of digital ethics, and their awareness of the implications of their online activities through our weekly Social Emotional Learning (SEL) and Digital Citizenship Curriculum.

Physical Education, Activity, and Fitness: We measure the effectiveness of our physical education program by tracking improvements in students' fitness levels and participation rates through the Physical Fitness Test (PFT). Additionally, we actively engage students in CIF sports, including soccer, basketball, and volleyball, promoting teamwork and physical health.

Additional Programs and Activities for a Well-Rounded Education: We assess the impact of our supplementary programs by monitoring student engagement levels and implementing Positive Behavioral Interventions and Supports (PBIS) practices to enhance the overall student experience and ensure their success.

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

Goal 3, Action 1: Our objective is to enhance college readiness for 11th-grade students by increasing the availability of resources and offering more college visits, including those that may require overnight travel.

Goal 3, Action 2: We aim to expand our offerings in science-related electives, introducing courses like Environmental Science and facilitating participation in programs such as Robotics.

Goal 3, Action 3: We plan to adopt a more integrated approach to providing SEL and Digital Literacy classes. Administrators and counselors will actively support teachers in delivering this curriculum.

Goal 3, Action 4: To strengthen our physical education program and enhance our middle and high school athletic programs, we will open our gymnasium for the next academic year and continue to improve the Physical Education facilities with additional equipment.

Goal 3, Action 5: No adjustments will be made to this action. We will continue to provide students with a wider range of elective options beyond their core classes.



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

# Goals and Actions

## Goal

Goal #	Description
4	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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	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 5/20/24) 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) 20	2021-22: (As of 5/13/22) 5	2022-23: (As of 5/12/23) 7	2023-24: (As of 5/20/24) 5	2023-24: 8
Number of activities/events for parent involvement per year (Source:	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 5/20/24) 78	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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) 9.0%	2021-22: (As of 5/13/22) 9.9%	2022-23: (As of 5/12/23) 18.3%	2023-24: (As of 5/20/24) 14.4%	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-2 ADA) 93.17%	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: (As of 5/12/23) 21.4%	2022-23: (2023 Dashboard) 23.5%  2023-24: (As of 1/22/24) 17.5%	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 6/3/24) 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:	2022-23: (CDE DataQuest) 2.6%	2022-23: (CDE DataQuest) 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			0.00%	2023-24: (As of 6/3/24) 1.3%	
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: (As of 5/12/23) 100.0%	2022-23: (2023 Dashboard) 94.9%	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) 1.6%	2021-22: (2022 Dashboard) 1.7%  2022-23: (As of 5/12/23) 3.1%	2022-23: (2023 Dashboard) 3.5%  2023-24: (As of 5/31/24) 1.9%	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) 0.0%	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 5/31/24) 0.13%	2022-23: (CDE DataQuest) 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%	2023-24: Students: 99.3% Families: 91.0% Staff: 100.0%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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%	2023-24: Students: 55.0% Families: 92.0% Staff: 70.0%	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%

## Goal Analysis

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

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

We consistently offered all students, families, staff, and educational partners beneficial opportunities designed to shape leadership, advocacy, and collaboration within a safe and nurturing environment. These initiatives ensure that every member of our community has the chance to contribute and grow, fostering a strong, supportive network for all.

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

### Goal 4 Action 1

Budgeted: \$0

Actual: \$0

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

### Goal 4 Action 2

Budgeted: \$366,891

Actual: \$366,891

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

### Goal 4 Action 3

Budgeted: \$494,056

Actual: \$512,313

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 4

Budgeted: \$3,500

Actual: \$3,500

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 5

Budgeted: \$390,709

Actual: \$421,353

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Seeking Family Input for Decision Making: Through the active facilitation of 8 PAC meetings, 4 ELAC gatherings, and over 50 other parent engagement sessions, we ensured that family voices were heard and integrated into our decision-making processes. This collaborative approach to school governance strengthens our community bonds and fosters a sense of ownership in shaping our educational endeavors.

Building Partnerships with Families for Student Outcomes: By consistently reaching out to over 20% of our student population through Zoom or in-person visits, conducting Parent-Teacher conferences each semester, and hosting open houses, we have forged robust partnerships with families. This sustained engagement has resulted in heightened student involvement and enhanced academic outcomes, reflecting tangible progress towards our educational goals.

MTSS - PBIS and SEL Support: Our adoption of Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and Social and Emotional Learning (SEL) strategies has been pivotal in addressing behavioral challenges, nurturing emotional well-being, and ultimately, improving academic performance. The ongoing decrease in chronic absenteeism following the pandemic and the remarkable increase in students' Average Daily Attendance (ADA) by about 94% underscore the effectiveness of these initiatives.

Annual Educational Partner Surveys: Valuable insights gathered from feedback provided by all three educational partners (students, families, and staff) have guided our strategic efforts, shedding light on areas of success and areas needing improvement. This commitment to transparency and continuous improvement, evidenced by the impressive response rates of 99% from students, 91.6% from families, and 100% from staff, has been instrumental in propelling us towards our overarching objectives.

Community Outreach and Partnerships: Through collaborative endeavors with local businesses, organizations, and community members, we have expanded the support network available to our students. This heightened community involvement has enriched the educational experience, providing additional resources and opportunities, and has been indispensable in our journey towards achieving our educational aspirations.

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

The school is dedicated to furnishing an array of community resources to bolster student and family engagement. We will persist in offering Metro Tap cards to support attendance, provide mobile health clinics to address community needs, and intend to establish additional committees comprising students, families, and staff to spearhead more aligned improvements within the school.

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

# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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



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

# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### General Information

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

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

MSA-1 currently has 718 students in grades 6-12 and mainly draws enrollment from Reseda, CA, and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrants, with languages other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 90% Hispanic/Latino, 3% White, 4% Asian, 2% African American, 85% Socioeconomically Disadvantaged, 16% Special Education, and 23% English Learner population.

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

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

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

**Our Mission**

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

#### Our Vision

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

#### INNOVATION

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

#### CONNECTION

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

#### EXCELLENCE

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

## Reflections: Annual Performance

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

#### SUCSESSES

Last year, our SBAC student scores in Math increased significantly, showing a 17.5-point improvement. This rise is partly due to our Math classes using the McGraw Hill online curriculum, which is Common Core-aligned and engages students with digital problems, math manipulatives, and demonstrations. Our English Learners also showed progress, with a 1.8% increase, and 55.4% of our ELs are making progress. Additionally, we are extremely proud of our College/Career Indicator, which reached 72.7%, significantly exceeding the state's average of 43.9%. Even though our graduation rate dropped by 1%, our 94.9% rate still remains above the state average. This success is due to our dedicated college counselors and teachers who support our students in meeting their graduation requirements. Finally, our chronic absenteeism declined by 6.4%, thanks to our efforts in connecting with families and emphasizing the importance of daily school attendance.

#### CHALLENGES

Two subgroups that did not perform well on the SBAC were our English Learners (ELs) and Students with Disabilities (SPED). Both groups saw declines in English Language Arts and Mathematics. Additionally, our overall student body declined by 7.3 points in ELA. This data prompted us to reassign a few of our ELA teachers to different grade levels to better align with their strengths. Furthermore, our suspension rate increased by 1.8%, including a 2.2% rise among our ELs. This data highlights the need for additional social and emotional support for our EL students.

## Reflections: Technical Assistance

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

### Differentiated Assistance (DA):

Magnolia Science Academy 1 is eligible Differentiated Assistance (DA) program for the English Learners (EL) student group performances on the 2023 Dashboard and English Learner (EL) and Students with Disabilities (SWD) student group performance on the 2022 Dashboard.

In reviewing both state and local data, the themes that have emerged are below;

EL and SWD did not meet their SBAC targets in 2021-22 and 2022-23 school years. In addition, SWD had a chronic absenteeism problem and EL's had a high suspension rate. In other words, per 2022 Dashboard results, Magnolia Science Academy's English learners (EL) and students with disabilities (SWD) met the DA eligibility criteria in Priority Areas 4 and 5. Additionally, per 2023 Dashboard results, the school's English Learners met the DA eligibility criteria in Priority Areas 4 and 6.

#### English Learners

Current year: Priorities 4, 6

Prior year: Priorities 4, 5

#### Students with Disabilities

Prior year: Priorities 4, 5

Method 1 Current Year: 2022-23

Method 1 Prior Year: 2021-22

#### Action Plan:

As soon as the 2 subgroups met the criteria for the Differentiated Assistance (DA), Magnolia Science Academy formed a group of educators working collaboratively with the Kern County Office of Education for Differentiated Assistance (DA). The group includes the school's academic leadership team in addition to Chief Academic Officer, Chief Accountability Officer, Director of State and Federal Programs, Director of Student Services, Director of EL and ELA programs, and Director of Math programs. As the first step, the group attended the LACOE's Charter DA symposium on Feb 6, 2023. Additionally, the group met many times with the DA support providers from the Kern County Superintendent of Schools (KCSOS) and LA County Office of Education (LACOE) and worked on the plan for improvement of those areas. Here are the outcomes;

Per the outcomes of the Root-cause analysis;

1st Area of Improvement:

How might we increase ELL and SWD groups' SBAC results? Why do our ELL and SWD groups score low in SBAC?

Actions to be taken;

- Increase teacher retention
- PD for all teachers such as UDL, differentiation, classroom management, CHATS framework, scaffolding, MTSS, SPED training for all teachers
- Data driven instruction (pacing guides, discussions in the department meeting, IAB's, MAP testing data analysis)
- Continue implementing IXL
- Implementing a new ELD curriculum (English 3D), Read 180

2nd Area of Improvement

How might we reduce chronic absenteeism for SWD? Why are we having high chronic absenteeism for SWD?

Actions to be taken:

- Community outreach and home visits
- Providing resources (counseling, providing transportation, targeted classes for parents) with families

3rd Area of Improvement:

How might we reduce suspension rate for EL's? Why are the ELL students acting out and getting in trouble?

Actions to be taken:

- Finding remedies for the communication problems, language barriers, frustration, peer pressure, inability to communicate with peers, not knowing strategies to deal with stress, social skills, cultural expectations, poverty

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

N/A

## ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A



# Engaging Educational Partners

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

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

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$48,000.00	No
1.2	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.	\$758,925.52	No

Action #	Title	Description	Total Funds	Contributing
		<p>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: Technology and NonCapital Equipment.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Technology: Resource: Title II; Amount: \$909</li> <li>• NonCapEquip: Resource: Title IV, Part A; Amount: \$2,891</li> </ul>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p>	\$2,925,084.51	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent &amp; Leases, and building utilities and maintenance.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: Food and Office Supplies.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$30,222.00	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and</p>	\$1,346,210.00	No

Action #	Title	Description	Total Funds	Contributing
		<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: CMO Fees, Professional Services, Legal, Audit &amp; CPA, Oversight fees, and Interest Expenses.</p> <p>The following expenditures will be funded by federal Title funds: 5800 Professional Services 5800_Cons Non Personnel Federal 3010 Title I - \$27,859</p>		



# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%			2026-27: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 79%			2026-27: >= 85%	
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 70%			2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 33.01%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged : 31.44%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 40.00%</li> <li>English Learners: &gt;=5.00%</li> <li>Socioeconomically</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: 11.11%</li> <li>• Asian: 50.00%</li> <li>• Hispanic: 31.26%</li> <li>• White: 45.45%</li> </ul>			<ul style="list-style-type: none"> <li>• Disadvantaged: &gt;= 39.00%</li> <li>• Students with Disabilities: &gt;= 15.00%</li> <li>• Asian: &gt;= 50.00%</li> <li>• Hispanic: &gt;= 39.00%</li> <li>• White: &gt;= 50.00%</li> </ul>	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 41.1 points below standard</li> <li>• English Learners: 107.2 points below standard</li> <li>• Socioeconomically Disadvantaged: 45.7 points below standard</li> <li>• Students with Disabilities: 114.1 points</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 32.0 points below standard</li> <li>• English Learners: 92.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 36.0 points</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		below standard <ul style="list-style-type: none"> <li>• Asian: 4.5 points below standard</li> <li>• Hispanic: 46.7 points below standard</li> <li>• White: 2.8 points above standard</li> </ul>			below standard <ul style="list-style-type: none"> <li>• Students with Disabilities: 99.0 points below standard</li> <li>• Hispanic: 36.0 points below standard</li> <li>• White: 6.0 points above standard</li> </ul>	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>• All Students: 57.9%</li> <li>• English Learners: 50.4%</li> <li>• Socioeconomically Disadvantaged : 57.3%</li> <li>• Students with Disabilities: 58.1%</li> <li>• Hispanic: 57.3%</li> <li>• White: *</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>• All Students: &gt;= 50%</li> <li>• English Learners: &gt;= 50%</li> <li>• Socioeconomically Disadvantaged: &gt;= 50%</li> <li>• Students with Disabilities: &gt;= 50%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>Hispanic: <math>\geq 50\%</math></li> <li>White: <math>\geq 50\%</math></li> </ul>	
2.7	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 1.13 (CGP: 87th percentile)</li> <li>English Learners: CGI: 1.25 (CGP: 89th percentile)</li> <li>Socioeconomically Disadvantaged: CGI: 1.09 (CGP: 86th percentile)</li> <li>Students with Disabilities: CGI: 1.81 (CGP: 96th percentile)</li> <li>Hispanic: CGI: 1.12 (CGP: 87th percentile)</li> <li>White: *</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>English Learners: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>Socioeconomically Disadvantaged: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>Students with Disabilities: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					percentile ) <ul style="list-style-type: none"> <li>Hispanic: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>White: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> </ul>	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 23.53%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged : 21.96%</li> <li>Students with Disabilities: 3.64%</li> <li>Asian: 38.46%</li> <li>Hispanic: 22.28%</li> <li>White: 28.57%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 28.00%</li> <li>English Learners: &gt;= 7.00%</li> <li>Socioeconomically Disadvantaged: &gt;= 27.00%</li> <li>Students with Disabilities: &gt;= 10.00%</li> <li>Asian: &gt;= 40.00%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>Hispanic: <math>\geq</math> 27.00%</li> <li>White: <math>\geq</math> 30.00%</li> </ul>	
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 82.7 points below standard</li> <li>English Learners: 140.6 points below standard</li> <li>Socioeconomically Disadvantaged: 89.0 points below standard</li> <li>Students with Disabilities: 161.8 points below standard</li> <li>Asian: 40.1 points below standard</li> <li>Hispanic: 89.0 points below standard</li> <li>White: 37.2 points below standard</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>All Students: 73.0 points below standard</li> <li>English Learners: 125.0 points below standard</li> <li>Socioeconomically Disadvantaged: 79.0 points below standard</li> <li>Students with Disabilities: 144.0 points below standard</li> <li>Hispanic: 79.0</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>points below standard</p> <ul style="list-style-type: none"> <li>White: 28.0 points below standard</li> </ul>	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2023-24: (Fall to Spring)</p> <ul style="list-style-type: none"> <li>All Students: 61.1%</li> <li>English Learners: 62.1%</li> <li>Socioeconomically Disadvantaged: 60.1%</li> <li>Students with Disabilities: 53.5%</li> <li>Hispanic: 59.4%</li> <li>White: *</li> </ul>			<p>2026-27: (Fall to Spring)</p> <ul style="list-style-type: none"> <li>All Students: &gt;= 50%</li> <li>English Learners: &gt;= 50%</li> <li>Socioeconomically Disadvantaged: &gt;= 50%</li> <li>Students with Disabilities: &gt;= 50%</li> <li>Hispanic: &gt;= 50%</li> <li>White: &gt;= 50%</li> </ul>	
2.11	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress	<p>2023-24: (Fall to Spring)</p> <ul style="list-style-type: none"> <li>All Students: CGI: 1.56 (CGP: 94th percentile)</li> </ul>			<p>2026-27: (Fall to Spring)</p> <ul style="list-style-type: none"> <li>All Students: CGI &gt;= 0 (CGP &gt;=</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>• English Learners: CGI: 2.75 (CGP: 100th percentile)</li> <li>• Socioeconomically Disadvantaged : CGI: 1.46 (CGP: 93rd percentile)</li> <li>• Students with Disabilities: CGI: 1.61 (CGP: 95th percentile)</li> <li>• Hispanic: CGI: 1.49 (CGP: 93rd percentile)</li> <li>• White: *</li> </ul>			<ul style="list-style-type: none"> <li>50th percentile )</li> <li>• English Learners: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>• Socioeconomically Disadvantaged: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>• Students with Disabilities: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>• Hispanic: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>• White: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					percentile )	
2.12	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)	2022-23: (2023 Dashboard) 55.4%			2025-26: (2026 Dashboard) >= 50.0%	
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 18.2%			2025-26: (CDE DataQuest) >= 10.0%	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 5.6%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 5.26%</li> <li>Students with Disabilities: 0.00%</li> <li>Hispanic: 5.22%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 20.00%</li> <li>English Learners: &gt;= 5.00%</li> <li>Socioeconomically Disadvantaged: &gt;= 20.00%</li> <li>Students with Disabilities: &gt;= 8.00%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>Hispanic: <math>\geq</math> 20.00%</li> <li>White: *</li> </ul>	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
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	\$2,846,360.63	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
<b>2.2</b>	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and Teacher Salaries.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$82,522.50	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Professional development expenses: Resource: Title IV, Part A ESEA; Amount: \$4,500</li> <li>• Professional development expenses: Resource: Title II; Amount: \$33,062</li> </ul>		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: 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"> <li>• Educational Software: Resource: Title I, Part A; Amount: \$82,449.5</li> <li>• Unemployment Insurance: Resource: Title I, Part A; Amount: \$803.63</li> <li>• Health &amp; Welfare Benefits: Resource: Title I, Part A; Amount: \$13,778.25</li> <li>• OASDI/Medicare: Resource: Title I, Part A; Amount: \$2330.54</li> <li>• STRS: Resource: Title I, Part A; Amount: \$30,698.9</li> <li>• Teacher Salaries: Resource: Title I, Part A; Amount: \$160,542</li> </ul>	\$1,387,256.55	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li data-bbox="562 126 1409 159">Educational Software: Resource: Title IV: Amount \$3,180</li> </ul>		
2.4	Designated and integrated ELD programs and support for ELs	<p data-bbox="506 282 1560 1084">Charter School will provide services to ELs, including newcomers and LTELs, 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, including newcomers and LTELs, 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 data-bbox="506 1122 1560 1190">Expenditures associated with this action include the following: Professional Services.</p> <p data-bbox="506 1230 1402 1263">The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li data-bbox="562 1268 1524 1300">Professional Services: Resource: Title III - LEP; Amount: \$89,739</li> </ul>	\$89,739.00	Yes
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner	\$1,747,684.22	No

Action #	Title	Description	Total Funds	Contributing
		<p>designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Professional Services: Resource: Title IV, Part A ESEA; Amount: \$8,000</li> </ul>		

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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)	2023-24: (As of 5/20/24) 99%			2026-27: >= 90%	
3.3	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)	2023-24: (As of 5/20/24) 100%			2026-27: >= 80%	
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.7%			2025-26: (2026 Dashboard) >= 55.0%	
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 64.38%			2025-26: >= 55.00%	

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)					
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 45.2%			2025-26: (CDE DataQuest) ≥ 30.0%	
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 53.3%			2026-27: ≥ 50.0%	
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 88.0%			2026-27: ≥ 90%	
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 76.0%			2026-27: ≥ 60%	
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.7%			Class of 2024: ≥ 60%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, 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: Educational Software..</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Educational Software: Resource: Title I, Part A; Amount: \$500</li> </ul>	\$377,292.97	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and 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: Educational Software.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Educational Software: Resource: Title I, Part A; Amount: \$3,000</li> </ul>	\$3,000.00	Yes
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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</p>	\$241,050.18	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.</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"> <li>• Educational Software: Resource: Title I, Part A; Amount: \$3,000</li> </ul>		
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE supplies expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$486,710.55	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>PE Supplies: Resource: Title IV, Part A; Amount: \$15,000</li> </ul>		
3.5	Additional programs and activities that support well-rounded education	<p>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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.</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>	\$886,058.55	Yes



# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 78			2026-27: ≥ 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 14.4%			2026-27: ≥ 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.17%			2026-27: (P-2 ADA) ≥ 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 23.5%			2025-26: (2026 Dashboard) ≤ 20.0%	
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%			2026-27: ≤ 2.0%	
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.6%			2025-26: (CDE DataQuest) ≤ 2.0%	
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.9%			2025-26: (2026 Dashboard) ≥ 95.0%	
4.10	Student Suspension Rate (Source: CA	2022-23: (2023 Dashboard) 3.5%			2025-26: (2026 Dashboard) ≤ 2.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Dashboard, CALPADS)					
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) <= 0.50%	
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 99.3% Families: 91.0% Staff: 100.0%			2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%	
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 55.0% Families: 92.0% Staff: 70.0%			2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%	
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,	2023-24: Students: 62% Families: 95% Staff: 77%			2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 84.38%			2026-27: (Spring 2026 to Fall 2026) >= 85%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	<p>Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: 5940: Technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$275.00	Yes
4.2	Building relationships and partnerships with families for student outcomes	<p>Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators</p>	\$372,165.75	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. 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 also support families to understand and exercise their legal rights and advocate for their own students and all students. 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: 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"> <li>• Professional Services: Resource: Title I, Part A; Amount: \$9,001</li> <li>• Unemployment Insurance: Resource: Title I, Part A; Amount: \$55</li> <li>• OASDI/Medicare: Resource: Title I, Part A; Amount: \$159.5</li> <li>• STRS: Resource: Title I, Part A; Amount: \$2,101</li> <li>• Teacher Salaries: Resource: Title I, Part A; Amount: \$11,000</li> </ul>		
<b>4.3</b>	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-	\$561,990.91	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Instructional Materials &amp; Supplies.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Instructional Materials &amp; Supplies: Resource: Title I, Part A; Amount: \$5,000</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
4.4	Annual educational partner surveys	<p>Charter School will annually administer school experience surveys to students, families, 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 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: 5800 Professional Services 3010 Title I: \$3,500</p>	\$3,500.00	Yes
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of 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: Corresponding personnel salaries, Marketing expenditures, professional services, membership fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$454,955.47	Yes



Action #	Title	Description	Total Funds	Contributing

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,900,767	\$206,011

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.463%	18.314%	\$1,279,161.56	45.777%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Healthy and nutritious meals</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There</p>	<p>MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is a need to provide all our students with healthy and nutritious meals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary</p>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	<p><b>Action:</b> Professional development for high-quality instruction</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.</p>	<p>standard on the CAASPP- ELA/Literacy assessments (Source: CDE DataQuest)</p> <ul style="list-style-type: none"> <li>• Distance from Standard (DFS) on the CAASPP- ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.3</b></p>	<p><b>Action:</b> MTSS - Academic enrichment, intervention, and student support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.</p>	<p>TeachBoost/SchoolMint Grow)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.4</b></p>	<p><b>Action:</b> Designated and integrated ELD programs and support for ELs</p> <p><b>Need:</b></p>	<p>Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD</p>	<p>Goal 2: For all students, but particularly for the EL and LTEL student groups:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated</p>	<ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.</p>	<p>(Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)</li> </ul>
<p><b>3.1</b></p>	<p><b>Action:</b> College/Career readiness programs and activities</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</li> <li>Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>Percentage of seniors who have passed an AP exam with a score of 3 or</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.</p>	<p>higher during their high school years (Source: College Board)</p> <ul style="list-style-type: none"> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>(Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul>
<p><b>3.2</b></p>	<p><b>Action:</b> STEM and GATE programs</p> <p><b>Need:</b> Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)</li> <li>• 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)</li> <li>• Percentage of students who have created or demonstrated a STEAM focused</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.</p>	<p>project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Digital literacy and citizenship programs</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.</p>	<p>With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>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)</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>	<p>model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.</p>	
<p><b>3.4</b></p>	<p><b>Action:</b> Physical education, activity, and fitness</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.</p> <p><b>Scope:</b></p>	<p>MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>School experience survey "overall</li> </ul>

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	LEA-wide	students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	<p><b>Action:</b> Additional programs and activities that support well-rounded education</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem</p>	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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the</li> </ul>

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	<p>solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>addition to these clubs, the Charter School’s Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)</li> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates</li> </ul>

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			<p>who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both</li> </ul>

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			<p>types of courses:            courses that satisfy the requirements for entrance to the UC/CSU and            courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks            (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> </ul>



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			<ul style="list-style-type: none"> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li> </ul>

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			<p>climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
4.1	<b>Action:</b> Seeking family input for decision-making	Considering the needs of our unduplicated students and their families, Charter School will	Goal 4:

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	<p><b>Need:</b> It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.</p> <p><b>Scope:</b> LEA-wide</p>	<p>hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for</p>	<ul style="list-style-type: none"> <li>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

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		<p>Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.2</b></p>	<p><b>Action:</b> Building relationships and partnerships with families for student outcomes</p> <p><b>Need:</b> Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the</p>	<p>In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Number of activities/events for parent involvement per year (Source:</li> </ul>

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	<p>cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student</p>	<p>Local Indicator Priority 3)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</li> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA</li> </ul>

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		<p>learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates"</li> </ul>

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			<p>based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>4.3</b></p>	<p><b>Action:</b> MTSS - PBIS and SEL support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence,</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills 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</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following</li> </ul>



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		<p>enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)            (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators."            (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

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<p><b>4.4</b></p>	<p><b>Action:</b> Annual educational partner surveys</p> <p><b>Need:</b> It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education.</p>	<p>Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.5</b></p>	<p><b>Action:</b> Community outreach and partnerships</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>• Percentage of students in the current year</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>accepted to a 4-year college (Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates" based on the</li> </ul>



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

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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### **Additional Concentration Grant Funding**

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

Similar to the current academic year, MSA-1 will utilize the concentration grant add-on funds (\$206,011) in the following manner:

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

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

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

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$10,562,288	\$2,900,767	27.463%	18.314%	45.777%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,739,142.29	\$4,131,501.44	\$130,790.00	\$647,570.58	\$14,649,004.31	\$8,820,913.24	\$5,828,091.07

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	\$0.00	\$48,000.00	\$48,000.00				\$48,000.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	\$135,981.00	\$622,944.52	\$705,125.52	\$50,000.00		\$3,800.00	\$758,925.52	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	\$423,920.14	\$2,501,164.37	\$1,193,066.14	\$1,732,018.37			\$2,925,084.51	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$30,222.00	\$30,222.00				\$30,222.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	\$0.00	\$1,346,210.00	\$1,301,899.00	\$16,452.00		\$27,859.00	\$1,346,210.00	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	\$2,693,360.63	\$153,000.00	\$2,723,601.94	\$122,758.69			\$2,846,360.63	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$82,522.50	\$16,188.50	\$28,772.00		\$37,562.00	\$82,522.50	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,274,125.71	\$113,130.84	\$810,836.92	\$282,636.80		\$293,782.83	\$1,387,256.55	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$89,739.00				\$89,739.00	\$89,739.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$1,541,003.77	\$206,680.45	\$383,981.17	\$1,271,191.80		\$92,511.25	\$1,747,684.22	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$352,166.50	\$25,126.47	\$353,382.56	\$23,410.41		\$500.00	\$377,292.97	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$3,000.00				\$3,000.00	\$3,000.00	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$238,050.18	\$3,000.00	\$144,177.63	\$93,872.55		\$3,000.00	\$241,050.18	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$432,920.55	\$53,790.00	\$390,920.55		\$80,790.00	\$15,000.00	\$486,710.55	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$537,516.21	\$348,542.34	\$598,616.21	\$187,442.34	\$50,000.00	\$50,000.00	\$886,058.55	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$275.00	\$275.00				\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$340,021.75	\$32,144.00	\$343,796.75	\$6,052.50		\$22,316.50	\$372,165.75	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$521,938.91	\$40,052.00	\$526,738.91	\$30,252.00		\$5,000.00	\$561,990.91	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$3,500.00				\$3,500.00	\$3,500.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$329,907.89	\$125,047.58	\$168,313.49	\$286,641.98			\$454,955.47	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$10,562,288	\$2,900,767	27.463%	18.314%	45.777%	\$3,383,468.52	0.000%	32.033 %	<b>Total:</b>	\$3,383,468.52
								<b>LEA-wide Total:</b>	\$3,383,468.52
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$30,222.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,188.50	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$810,836.92	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$353,382.56	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$144,177.63	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$390,920.55	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$598,616.21	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$343,796.75	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$526,738.91	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,313.49	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$14,610,744.00	\$14,484,158.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$48,000.00	\$48,000.00
1	1.2	Instructional materials and technology	No	\$1,204,997	\$1,204,997
1	1.3	Clean and safe facilities that support learning	No	\$3,087,126	\$3,036,393
1	1.4	Healthy and nutritious meals	Yes	\$25,000	\$30,222
1	1.5	Well-orchestrated Home Office support services	No	\$1,465,583	\$1,465,582
2	2.1	Broad course of study and standards-based curriculum	No	\$2,659,445	\$2,638,350
2	2.2	Professional development for high-quality instruction	Yes	\$82,522.	\$82,522
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$1,239,349	\$1,177,887
2	2.4	Designated and integrated ELD programs	Yes	\$89,739	\$89,739
2	2.5	Support for students with disabilities	No	\$1,629,137	\$1,628,269
3	3.1	College/Career readiness programs and activities	Yes	\$220,095	\$198,253

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEAM and GATE programs	Yes	\$13,000.00	\$13,000
3	3.3	Digital literacy and citizenship programs	Yes	\$221,975	\$221,975
3	3.4	Physical education, activity, and fitness	Yes	\$482,982	\$458,274
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$886,638	\$886,638
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$366,891	\$366,891
4	4.3	MTSS - PBIS and SEL support	Yes	\$494,056	\$512,313
4	4.4	Annual educational partner surveys	Yes	\$3,500	\$3,500
4	4.5	Community outreach and partnerships	Yes	\$390,709	\$421,353



# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,749,268	\$2,474,649.99	\$1,470,106.44	\$1,004,543.55	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$25,000.00	\$30,222		
2	2.2	Professional development for high-quality instruction	Yes	\$12,188.50	\$16,188.5		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$167,622.14	\$166,401.95		
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	\$83,188.24	\$40,954.44		
3	3.2	STEAM and GATE programs	Yes	\$10,000.00	\$10,000.00		
3	3.3	Digital literacy and citizenship programs	Yes	\$270,491.37			
3	3.4	Physical education, activity, and fitness	Yes	\$291,791.17	\$229,425.88		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$543,492.50	\$61,100		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$336,522.14	\$338,522.13		
4	4.3	MTSS - PBIS and SEL support	Yes	\$634,853.93	\$477,291.54		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual educational partner surveys	Yes	\$3,500.00			
4	4.5	Community outreach and partnerships	Yes	\$96,000.00	\$100,000		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,984,709	\$2,749,268	0.000%	39.361%	\$1,470,106.44	0.000%	21.047%	\$1,279,161.56	18.314%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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



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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# LCFF Budget Overview for Parents

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

CDS Code: CA

School Year: 2024-25

LEA contact information:

David Garner

Principal

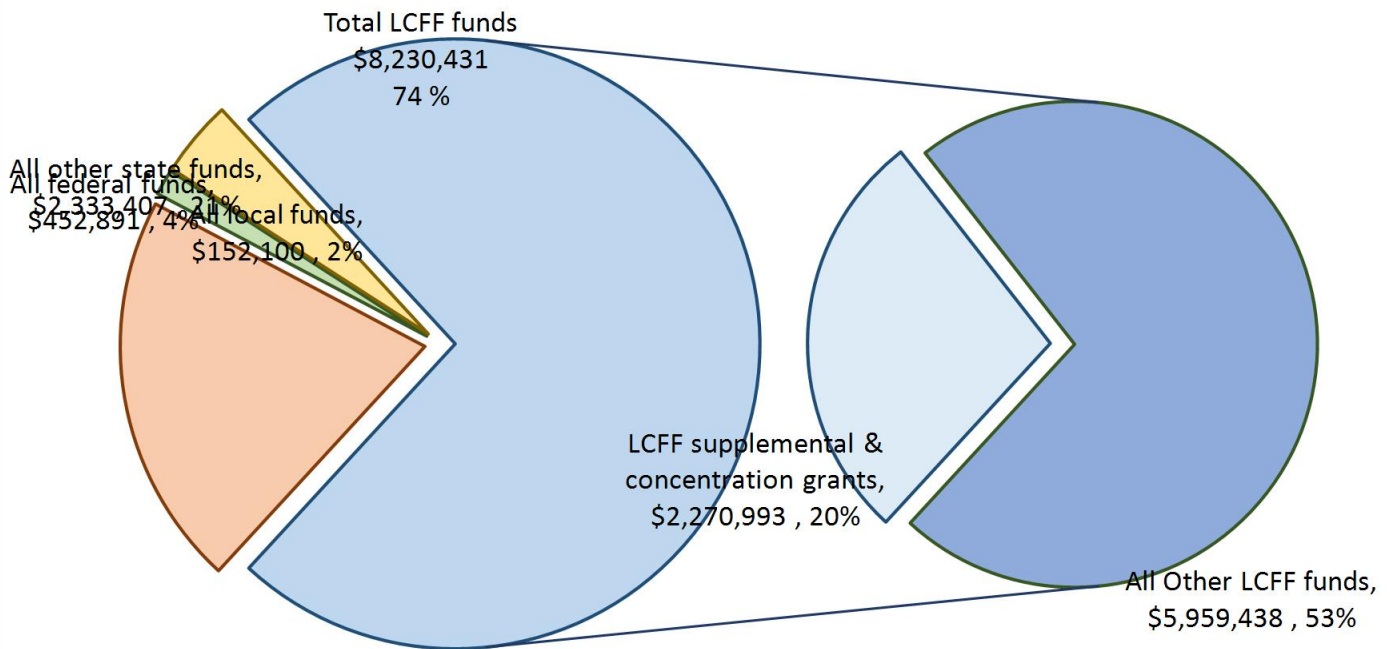
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source



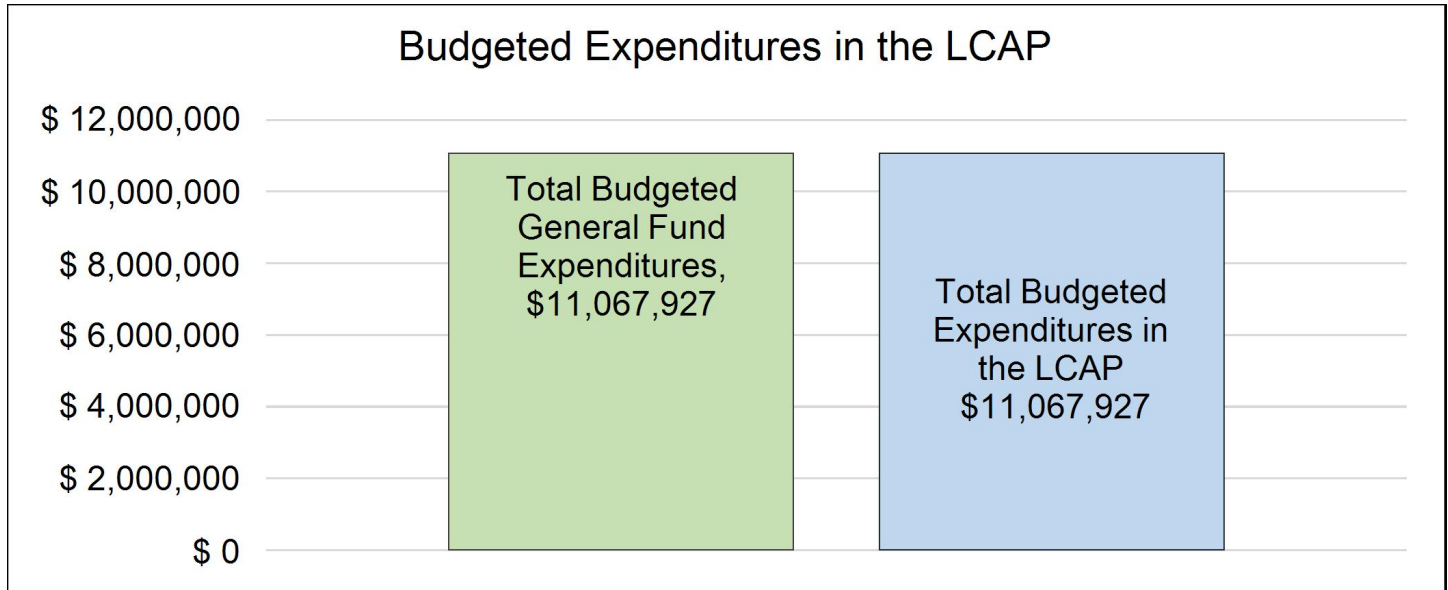
This chart shows the total general purpose revenue Magnolia Science Academy 2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 2 is \$11,168,829, of which \$8,230,431 is Local Control Funding Formula (LCFF), \$2,333,407 is other state funds, \$152,100 is local funds, and \$452,891 is federal funds. Of the \$8,230,431 in LCFF Funds, \$2,270,993 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy 2 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 2 plans to spend \$11,067,927.18 for the 2024-25 school year. Of that amount, \$11,067,927.18 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 2 is projecting it will receive \$2,270,993 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 2 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 2 plans to spend \$2,268,843.63 towards meeting this requirement, as described in the LCAP.

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 2 used state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant,

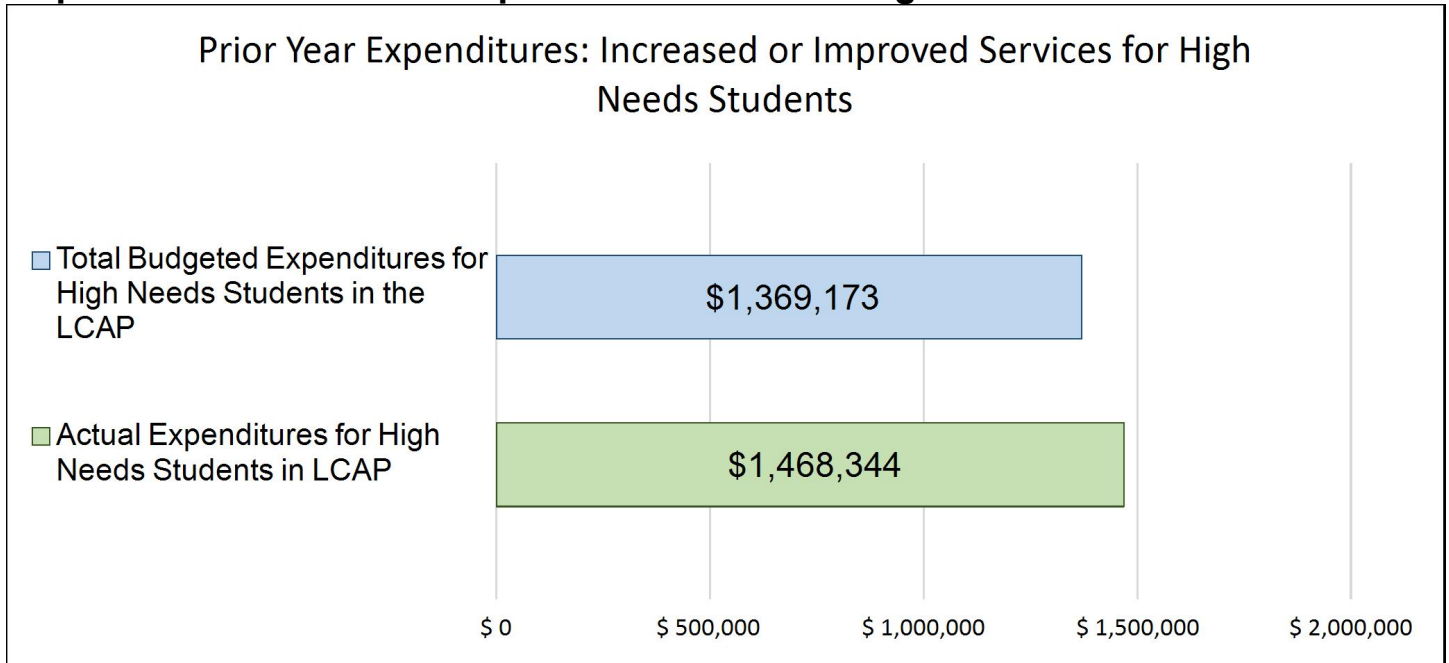
MTSS,

and

Fundraising.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 2's LCAP budgeted \$1,369,172.78 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 2 actually spent \$1,468,343.53 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 2	2023-24: 1	2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	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”	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)					
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%

## Goal Analysis

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

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

### Action 1: Teacher assignments and credentials

MSA2 faced several vacancies throughout different periods of time this school year, including a history teacher, PE teacher, a Dean of Academics position, a music teacher, two English teacher positions, and two science teachers. All of these matters have led to the necessary practice of recruiting teachers by means of our Paycom system, as well as through Indeed and Edjoin platforms. MSA2 was able to fill all teacher positions at the time of the data collection for this goal with the exception of a science teacher vacancy. Further, MSA2 is committed to collaboration between our HR department and credential specialist to enable the efficient progress and timely development of our employees related to their respective programs and certifications as well as providing them with the required supports needed to earn their credentials.

### Action 2: Instructional materials and technology

The entirety of MSA2's mandatory as well as essential textbooks during the 2023-24 academic year have been purchased through the vendor McGraw Hill, with the exception of the math curriculum which is now through Houghton Mifflin Harcourt. Amongst these expenses is the inclusion of online educational textbooks for all grade levels across English, math, history and science. Beyond these centralized curriculum provisions, instructors have also been provided with the opportunity to purchase additional needed academic resources, including novels to enhance ELA academic instruction as well as any other instructional products which can support student learning during the school year. Further, all staff members are invited to send ongoing purchase requests to be considered for approval pertaining to office as well as classroom supplies and materials.

### Action 3: Clean and safe facilities that support learning

The fiscal resources budgeted in this category have been utilized to provide the programs and services which aligned with the expenses initially in MSA2's plan. MSA2's head custodial worker meets regularly with our office manager and administration to review the current inventory of cleaning supplies on campus in order to create new purchase requests necessary to maintain a safe and clean environment during the pandemic in partnership with our health and safety committee. Beyond the aforementioned expenses, the funds included in this line item are utilized to sustain projects involved in the upkeep and repair of the facility on campus, including ongoing servicing of the school's HVAC systems, restrooms, exterior walls, floors, and more.

### Action 4: Healthy and nutritious meals

MSA2 has utilized fiscal resources related to this action and goal in order to provide essential drinking water to students and staff on campus via an outside distribution company. In particular, these funds have supported the continued sustainment of 5-gallon water dispenser devices being provided in each classroom as well as office on campus in order to create a safe system at MSA2's for access to water beyond the drinking fountains and vending machines on campus. Beyond these provisions, remaining fiscal resources in this category have been utilized to provide students with access to meals during expanded portions of the school day, including after school during dual enrollment college courses taken in-person at MSA2 by high school students, as well as other events where the regular school meal program does not distribute food.

### Action 5: Well-orchestrated Home Office support services

MSA2 utilizes fiscal resources within this area to cover fees associated with our Home Office related to the provision of services and resources to the school site. Further, these fiscal resources are utilized from MSA2 to cover additional necessary support services by means of the fees paid to LACOE in conjunction with MSA2's authorization, fees to cover the performance of financial audits, fees to cover expenses from MSA2's legal firm partner and other expenses. Moreover, MSA2 utilizes this fiscal resource to purchase necessary software which is necessary to run the school system, including Adaptive Insights which provides budgetary tools for the school. In exchange for the fees paid by MSA2 to our home office, MSA2 receives services in the form of monthly professional development sessions for all school administration, as well as office management, in addition, to support with compliance related to special education, student services, academic programs, facilities, operations, human resources, and finance. Beyond these services, MSA2 receives support from the home office in the form of organizing training programs across the Magnolia organization for teachers, office staff, paraprofessionals, and administration to attend to collaborate.

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

Action 1: Teacher assignments and credentials

This fiscal resource additionally aligns with the function of providing fees related to retirement services. The budgeted amount of \$29,750 for the current academic year in this area, has been met by MSA2 with estimated actual expenditures of \$29,750 in this area by the end of the Spring 2024 semester.

Goal 1 Action 1

Budgeted: \$29,750.00

Actual: \$29,750.00

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 2: Instructional materials and technology

Moreover, MSA2 allocated 60% of the salary and benefits for our IT Manager in partnership with MSA7 who budgeted the additional 40% for this shared staff member who worked at MSA2 for the entire 2023-24 school year. Additionally, MSA2 continued to pay for the acquisition of hotspots for each student in need of internet connection at home. All classrooms have internet access and each student has their own Chromebook for school use. Further, MSA2 purchased additional technology needed for our school classrooms to provide greater support. MSA2 spent \$528,190 of our school's budgeted amount of \$528,190 during the 2023-24 school year.

Goal 1 Action 2

Budgeted: \$528,190

Actual: \$528,190

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 3: Clean and safe facilities that support learning

MSA2 continued to hire 2nd full-time security guards through an outside subcontracted vendor to provide a safe environment during the current year. MSA2 also continued its provision of 3 custodian workers servicing the school site as well as the necessary supplies required to maintain a safe and clean campus. MSA2 spent \$2,243,243 of our school's budgeted amount \$2,243,243 during the 2023-24 school year.



Goal 1 Action 3

Budgeted: \$2,243,243

Actual: \$2,243,243

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 4: Healthy and nutritious meals

By the end of the school year, MSA2 has utilized approximately \$39,000 of the \$39,000 budgeted amount which have been allocated to this category. Additional fiscal resources have been utilized in this category to provide students with access to meals during expanded portions of the school day, including after school during dual enrollment college courses taken in-person at MSA2 by high school students, as well as other events where the regular school meal program does not distribute food.

Goal 1 Action 4

Budgeted: \$39,000.00

Actual: \$39,000.00

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 5: Well-orchestrated Home Office support services

MSA2 has exhausted \$1,376.394 which is equivalent to the \$1,376,394 funds which were budgeted under this category during the current school year. This rate of services is at the top rate across the organization for schools and has resulted from MSA2 continuing to grow in enrollment which has led to the school paying the highest rate for services and fees from home office.

Goal 1 Action 5

Budgeted: \$1,376,394

Actual: \$1,376,394

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: Teacher assignments and credentials

At the time of this report, MSA2 anticipates retaining all employees with the exception of 3 for the upcoming school year. This is considered a success with regard to this goal. Over the course of the 3 years in this LCAP cycle, while MSA2 did not meet our desired rate of 90% during

any of the 3 years in this LCAP cycle, MSA2 still worked hard to retain employees. This retention rate was particularly impacted for many schools across the state of California and Los Angeles County, including MSA2 following the several years returning to in-person learning following the Covid-19 pandemic.

During the 2023-24 school year, MSA2's lowest rate of 78% (Fall 2022 to Fall 2023) for employee retention rate was impacted by the fact that MSA2 had not yet received an extension of the school's longterm Facility Usage Agreement by LAUSD at the start of the 2023-24 school year. The extension of MSA2's longterm Facility Usage Agreement with LAUSD was not officially granted and approved by LAUSD until March 2024, so the uncertainty about MSA2's location for the upcoming school year led to numerous employees leaving MSA2 during the 2023-24 school year as well due to the employees' perceived potential instability of employment for the upcoming school year.

Employee retention is an area that MSA2 will continue to take proactive steps to improve in the upcoming LCAP 3 year cycle through numerous means, including through utilizing employee feedback shared in the educational partner Panorama survey, as well as on official committees such as the Community Advisory Committee (CAC) which includes elected representatives from MSA2's employees, as well feedback shared during MSA2's weekly staff meetings.

#### Action 2: Instructional materials and technology

MSA2 utilized more fiscal resources in this category than the amount initially budgeted during the 2022-23 school year within this 3 year LCAP cycle, which also supported student learning during the Covid-19 pandemic. In particular, due to increased crowded spaces in student homes during the pandemic with the increased cost of living and more families sharing living quarters, increased wear and tear as well as damage to electronic devices took place during the 2022-23 school year, which led to the need to spend more funds in this area than initially planned during that year of this LCAP 3 year cycle. Nonetheless, these technological resources have helped support students access to online educational resources and textbooks at their homes which have supported growth in reading, increases in math and reading as measured on the Spring 2023 NWEA MAP end of year assessments which justifies the increased expenditures related to technology for MSA2.

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance. MSA2's inclusion as a 2024 California Distinguished School is a testimony that MSA2's focus on providing sufficient instructional materials and technology to students over the 3 year period within this LCAP cycle was successful in increasing student academic growth across numerous indicators.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning “Well Developed”).

### Action 3: Clean and safe facilities that support learning

During the 3 year LCAP cycle, MSA2 utilized more fiscal resources in this category in the 2022-23 school year than the amount initially budgeted. During this 3 year cycle, MSA2 hired a 3rd full-time custodial worker, purchased additional PPE, and hired a 2nd full-time security guard at MSA2 which all helped the school provide clean and safe facilities which support learning. This was effective in reducing the prevalence of Covid cases during the pandemic and avoiding an outbreak which could have led to increased cases and the need to close the school down to manage such an outcome. In addition, the additional security staff has helped lead to increased safety on campus, as demonstrated in several years of responses on the annual Panorama Educational Survey, as well as the retention of students at MSA2 with a growth of enrollment each year over the past 3 years.

Once again, on February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education’s (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance. MSA2’s inclusion as a 2024 California Distinguished School is a testimony that MSA2’s focus on providing clean and safe facilities which support learning to students, staff and families over the 3 year period within this LCAP cycle was effective in increasing student academic growth across numerous indicators.

Once again, according to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning “Well Developed”).

### Action 4: Healthy and nutritious meals

During the 3 year cycle of this LCAP, MSA2’s increase of fiscal resources in this category has been effective at providing healthy meals to students during after school activities including the college courses which help lead to increased student participation and success in such academic programs.

### Action 5: Well-orchestrated Home Office support services

During the 3 year cycle of this LCAP, MSA2's increased fiscal resources paid to home office during the 2022-23 and 2023-24 school years for support beyond the budgeted amount has been effective in receiving increased support for our SPED department, Academic programs, PACE community outreach, legal services, facilities department, accountability and human resources during the pandemic which has needed additional support to manage during the all 3 academic years. With MSA2's growing enrollment over the past 3 years, we are able to have a larger budget to support the increased services and fees associated with home office services which have helped lead to increased services and outcomes for students as evidence by the student growth on the end of year NWEA MAP assessments in math and English during the Spring 2023 semester.

Once again, on February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance. MSA2's inclusion as a 2024 California Distinguished School is a testimony that MSA2's focus on providing increased amounts of well-orchestrated home office support services to students, staff and families over the 3 year period within this LCAP cycle was effective in increasing student academic growth across numerous indicators.

Once again, according to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

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

After reflecting upon all of the previously mentioned outcomes over the 3 year cycle for this LCAP, MSA2 will continue to collaborate with our credential specialist in our HR department along with our school administration over the next 3 year LCAP cycle to ensure that teacher credential issues are addressed and progress is made in this area related to new challenges that may arise during the upcoming 3 school years. MSA2 will also continue to take proactive steps to improve employee retention in the upcoming LCAP 3 year cycle through numerous means, including through utilizing employee feedback shared in the educational partner Panorama survey, as well as on official committees

such as the Community Advisory Committee (CAC) which includes elected representatives from MSA2's employees, as well feedback shared during MSA2's weekly staff meetings.

MSA2 will continue to meet with our IT Manager and home office IT Director to ensure that the most effective technological resources are provided to students to support their learning throughout the upcoming 3 school years. Further, MSA2 will continue to collaborate with the Director of Student Services, School Site Council, and Student Leadership to seek ways to improve the safety and cleanliness of MSA2 during the upcoming 3 school years. Moreover, MSA2 will continue to collaborate with our school educational partners to ensure that healthy meals and snacks continue to be provided to students who take advantage of educational programs and opportunities which meet outside of regular school time over the next 3 school years so they can continue to receive the benefit from these opportunities, including enrolling in college courses. Finally, MSA2 will continue to partner with our home office and allocate necessary fiscal quantities needed over the next 3 school years to seek resources, professional development opportunities and support which can enhance the quality of educational programs and services provided to students at MSA2.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local 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 5/24/24) 85%	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	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/24/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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) 91%	2021-22: (As of 5/13/22) 86%	2022-23: (As of 5/12/23) 64%	2023-24: (As of 5/24/24) 78%	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	This metric has been retired. We are exploring the "Average Grade Level	2023-24: 60.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Equivalent Growth from fall to spring" as our new metric is based on myON reading assessments. Baseline will be established in 2023-24.	Equivalent Growth from fall 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)	<p>2018-19:</p> <ul style="list-style-type: none"> <li>All Students: 41.81%</li> <li>English Learners: 7.69%</li> <li>Socioeconomically Disadvantaged: 38.19%</li> <li>Students with Disabilities: 15.56%</li> <li>Hispanic: 38.49%</li> <li>White: 58.82%</li> </ul>	<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>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 35.88%</li> <li>English Learners: 6.00%</li> <li>Socioeconomically Disadvantaged: 35.13%</li> <li>Students with Disabilities: 16.07%</li> <li>Hispanic: 34.08%</li> <li>White: 58.34%</li> </ul> <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</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 42.73%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 39.81%</li> <li>Students with Disabilities: 21.66%</li> <li>Asian: *</li> <li>Hispanic: 40.98%</li> <li>White: 50.0%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 39.39%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 46.00%</li> <li>English Learners: 12.00%</li> <li>Socioeconomically Disadvantaged: 43.00%</li> <li>Students with Disabilities: 20.00%</li> <li>Hispanic: 43.00%</li> <li>White: 60.00%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>All Students: 40.48%</li> <li>English Learners: 4.26%</li> <li>Students with Disabilities: 21.82%</li> <li>Hispanic: 38.83%</li> <li>White: 63.64%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 41.71%</li> </ul>	<p>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"> <li>All Students: 42.52%</li> <li>English Learners: 5.26%</li> <li>Students with Disabilities: 18.64%</li> <li>Hispanic: 41.25%</li> <li>White: 53.33%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 46.63%</li> </ul>		
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"> <li>All Students: 16.6 points below standard</li> <li>English Learners:</li> </ul>	<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>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 35.0 points below standard</li> <li>English Learners:</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 19.3 points below standard</li> <li>English Learners:</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 10.0 points below standard</li> <li>English Learners:</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>62.1 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 22.0 points below standard</li> <li>Students with Disabilities: 79.9 points below standard</li> <li>Hispanic: 24.9 points below standard</li> <li>White: 26.2 points above standard</li> </ul>	<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"> <li>All Students: 67.3%</li> <li>English Learners: 69.6%</li> <li>Students with Disabilities: 67.6%</li> <li>Hispanic: 66.1%</li> <li>White: 88.2%</li> </ul>	<p>89.4 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 36.6 points below standard</li> <li>Students with Disabilities: 89.4 points below standard</li> <li>Hispanic: 39.4 points below standard</li> <li>White: 16.4 points above standard</li> </ul>	<p>83.5 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 26.4 points below standard</li> <li>Students with Disabilities: 65.5 points below standard</li> <li>Asian: *</li> <li>Hispanic: 21.9 points below standard</li> </ul>	<p>55.0 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 16.0 points below standard</li> <li>Students with Disabilities: 72.0 points below standard</li> <li>Hispanic: 18.0 points below standard</li> <li>White: 28.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 65.0%</li> <li>English Learners: 66.0%</li> </ul>	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 67.3%</li> </ul>	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 64.4%</li> </ul>	<p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 46.9%</li> </ul>	<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 70.0%</li> <li>English Learners: 70.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 66.3%</li> <li>Students with Disabilities: 66.0%</li> <li>Hispanic: 65.5%</li> <li>White: 66.7%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 69.6%</li> <li>Socioeconomically Disadvantaged: 67.5%</li> <li>Students with Disabilities: 67.6%</li> <li>Asian: 72.2%</li> <li>Hispanic: 66.1%</li> <li>White: 88.2%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 75.00%</li> <li>Socioeconomically Disadvantaged: 64.5%</li> <li>Students with Disabilities: 70.2%</li> <li>Asian: 62.5%</li> <li>Hispanic: 65.4%</li> <li>White: 42.1%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 40.0%</li> <li>Socioeconomically Disadvantaged: 48.1%</li> <li>Students with Disabilities: 41.9%</li> <li>Hispanic: 47.3%</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 70.0%</li> <li>Students with Disabilities: 70.0%</li> <li>Hispanic: 70.0%</li> <li>White: 70.0%</li> </ul>
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"> <li>All Students: 27.87%</li> <li>English Learners: 5.13%</li> <li>Socioeconomically Disadvantaged: 24.80%</li> <li>Students with Disabilities: 15.55%</li> <li>Hispanic: 23.41%</li> <li>White: 64.71%</li> </ul>	<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</p>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 21.76%</li> <li>English Learners: 6.00%</li> <li>Socioeconomically Disadvantaged: 20.79%</li> <li>Students with Disabilities: 12.50%</li> <li>Hispanic: 18.97%</li> <li>White: 41.67%</li> </ul> <p>We have used the Measures of Academic Progress</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 25.66%</li> <li>English Learners: 2.44%</li> <li>Socioeconomically Disadvantaged: 22.73%</li> <li>Students with Disabilities: 13.33%</li> <li>Asian: *</li> <li>Hispanic: 25.0%</li> <li>White: 25.0%</li> </ul> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 34.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 34.00%</li> <li>Students with Disabilities: 25.00%</li> <li>Hispanic: 34.00%</li> <li>White: 67.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> <li>• All Students: 16.62%</li> <li>• English Learners: 2.13%</li> <li>• Students with Disabilities: 7.27%</li> <li>• Hispanic: 14.52%</li> <li>• White: 45.54%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>• All Students: 54.57%</li> </ul>	<p>(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"> <li>• All Students: 21.18%</li> <li>• English Learners: 0.00%</li> <li>• Students with Disabilities: 15.25%</li> <li>• Hispanic: 19.87%</li> <li>• White: 20.00%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>• All Students: 47.22%</li> </ul>	<ul style="list-style-type: none"> <li>• All Students: 26.36%</li> </ul>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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"> <li>All Students: 60.8 points below standard</li> <li>English Learners: 96.8 points below standard</li> <li>Socioeconomically Disadvantaged: 65.6 points below standard</li> <li>Students with Disabilities: 119.6 points below standard</li> <li>Hispanic: 71.9 points below standard</li> <li>White: 21.8 points above standard</li> </ul>	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"> <li>All Students: 68.4%</li> <li>English Learners: 66.0%</li> <li>Students with Disabilities: 68.1%</li> <li>Hispanic: 67.4%</li> </ul>	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> <li>All Students: 77.9 points below standard</li> <li>English Learners: 119.6 points below standard</li> <li>Socioeconomically Disadvantaged: 80.1 points below standard</li> <li>Students with Disabilities: 107.9 points below standard</li> <li>Hispanic: 83.6 points below standard</li> <li>White: 23.6 points below standard</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 62.9 points below standard</li> <li>English Learners: 115.3 points below standard</li> <li>Socioeconomically Disadvantaged: 70.9 points below standard</li> <li>Students with Disabilities: 114.7 points below standard</li> <li>Asian: *</li> <li>Hispanic: 66.9 points below standard</li> <li>White: 51.2 points below standard</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 54.0 points below standard</li> <li>English Learners: 86.0 points below standard</li> <li>Socioeconomically Disadvantaged: 58.0 points below standard</li> <li>Students with Disabilities: 100.0 points below standard</li> <li>Hispanic: 64.0 points below standard</li> <li>White: 23.0 points above standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>White: 64.7%</li> </ul>			
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"> <li>All Students: 67.4%</li> <li>English Learners: 63.6%</li> <li>Socioeconomically Disadvantaged: 68.3%</li> <li>Students with Disabilities: 57.9%</li> <li>Asian: 70.8%</li> <li>Hispanic: 66.7%</li> <li>White: 87.5%</li> </ul>	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 68.4%</li> <li>English Learners: 66.0%</li> <li>Socioeconomically Disadvantaged: 69.0%</li> <li>Students with Disabilities: 68.1%</li> <li>Asian: 83.3%</li> <li>Hispanic: 67.4%</li> <li>White: 64.7%</li> </ul>	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 65.3%</li> <li>English Learners: 69.1%</li> <li>Socioeconomically Disadvantaged: 66.6%</li> <li>Students with Disabilities: 83.3%</li> <li>Asian: 62.5%</li> <li>Hispanic: 65.7%</li> <li>White: 57.9%</li> </ul>	Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 48.8%</li> <li>English Learners: 48.5%</li> <li>Socioeconomically Disadvantaged: 49.6%</li> <li>Students with Disabilities: 50.0%</li> <li>Hispanic: 49.9%</li> <li>White: *</li> </ul>	2023-24: <ul style="list-style-type: none"> <li>All Students: 70.0%</li> <li>English Learners: 65.0%</li> <li>Socioeconomically Disadvantaged: 70.0%</li> <li>Students with Disabilities: 60.0%</li> <li>Asian: 70.0%</li> <li>Hispanic: 70.0%</li> <li>White: 80.0%</li> </ul>
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:	2021-22: (2022 Dashboard) 54.9%	2022-23: (2023 Dashboard) 60.0%	2022-23: (2023 Dashboard) 73.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>• Level 4: 15.76%</li> <li>• Level 3: 40.78%</li> <li>• Level 2: 27.63%</li> <li>• Level 1: 15.76%</li> </ul>			
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.  2021 ELPAC Percentage of Students Level 4: 20.0%	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: 15.79%	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: 22.89%	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"> <li>• All Students: 21.05%</li> <li>• English Learners: 0.00%</li> <li>• Socioeconomically Disadvantaged: 20.79%</li> <li>• Students with Disabilities: 5.56%</li> </ul>	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> <li>• All Students: 16.76%</li> <li>• English Learners: 0.00%</li> <li>• Socioeconomically Disadvantaged: 16.98%</li> <li>• Students with Disabilities: 3.45%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>• All Students: 24.00%</li> <li>• English Learners: 0.00%</li> <li>• Socioeconomically Disadvantaged: 20.77%</li> <li>• Students with Disabilities: 7.41%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>• All Students: 24.00%</li> <li>• English Learners: 10.00%</li> <li>• Socioeconomically Disadvantaged: 24.00%</li> <li>• Students with Disabilities: 10.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Hispanic: 19.41%</li> </ul>		<ul style="list-style-type: none"> <li>Hispanic: 16.67%</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic: 20.61%</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic: 24.00%</li> </ul>

## Goal Analysis

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

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

### Goal 2.1: Broad course of study and standards-based curriculum

During the 2023-24 academic year, MSA2 has faced a tremendous degree of obstacles which have impacted the programs, services and resources available to the school. In particular, this year has been impacted by teacher turnover in several classes which have required the utilization of increased quantities of substitute teachers to cover. This process has had an impact on the fiscal resources required to pay substitute company vendors, although the funding which was initially allocated for teacher salaries and benefits led to savings during the months where vacancies took place. Further, a significant percentage of MSA2 teachers stayed home this year with medical conditions, which has led to a significant budgetary impact increasing the fiscal resources needed in the area of substitute teachers related to this matter.

MSA2 utilized numerous systems, programs, and services to effectively achieve the objective in Goal 2, Action 1 of providing a broad course of study and standards-based curriculum. In particular, MSA2 creates a master schedule each semester which it uses to align the courses being offered to students within each semester with the instructors responsible for teaching the students subdivided by separate class periods. This master schedule ensures that students are each enrolled in courses of study which enable them to meet culmination and graduation requirements. In addition, MSA2 provides textbooks to all students through online accessible curriculum which are aligned to the content standards as well as through physical textbooks via McGraw Hill for all core subjects with the exception of math which is through Houghton Mifflin Harcourt, which provides access to core academic classes including English (StudySync), math (ALEKS), history, and science. Beyond these resources, MSA2 incorporates a plethora of online supplemental resources to support instructional and student learning, including: myON, which provides support to build reading levels and is utilized in ELA, ELD as well as through cross-curricular support; iXL to help increase learning in math and ELA; Flocabulary to provide differentiated support in all subject areas.

MSA2 also takes proactive steps to support students in their college and career readiness. Specifically, students at MSA2 are invited to take advanced pathways in math beginning in 7th grade, as well as advanced college level courses through Pierce College, LA Valley College and Mission College, including in Sociology, Anthropology, Cinema, Art, History, and English. Moreover, MSA2 offers AP courses to students in Spanish, and Pre-Calculus. Further, MSA2 provides additional support to students who are ready for higher level academic pursuits through Stanford University's Precollegiate Academy. MSA2 students participate in additional elective courses, including computer, graphic design, journalism, debate and music as well as have opportunities to participate in STEAM-based extra-curricular programs including robotics.



## Goal 2.2: Professional development for high-quality instruction

MSA2 utilizes fiscal resources from this category to provide opportunities for professional development to the school teachers, administrators and staff as well as the associated payment required to retain the TeachBoost system as a means to evaluate teachers and staff within the school setting. MSA2 also continues to employ teachers, administrators, and other staff who receive tuition reimbursement support which they are able to connect with their credentialing programs as well as higher education pathways.

Amongst the needs of MSA2 employees, some individuals are receiving support to obtain their induction programs while others are receiving their EdD in Educational Leadership as well as Masters Degrees in the areas related to their professional growth goals. Since current spring programs are still underway, the reimbursement process is not yet complete for these individuals and the funds in this category will continue to be spent until the end of the semester.

MSA2 furnishes pupils with a broad array of courses which also encompass the traditional core classes of mathematics, social sciences, science and English, in addition to elective offerings. Moreover, MSA2 furnishes the additional selection of services as well as academic programs which are included within our school's charter petition, particular provisions and interventions that align with the individual needs and areas of curiosity encompassed by our school's student population. Beyond these steps, MSA2 also designs our specific master schedule to meet the demands and requirements related to our students' future academic and professional goals.

Further, MSA2 takes proactive steps to ensure that every student has access to courses across each of the school's academic areas which is equitably distributed across pupil groups. Each student at MSA2 participates in a rigorous, relevant, and coherent curriculum which is aligned to the common core state standards which simultaneously augments the achievement as measured by the schoolwide learner outcomes, content standards, as well as the measures associated with students' preparation to be successful in future professional and collegiate outcomes. Furthermore, MSA2 continues to provide the sufficient quantity and quality of professional staff members required to effectively implement the organization's master schedule. In order to meet this goal, MSA2 continues to develop additional responsibilities and duties which are appropriately delegated to teachers and administrators alike which enable the school to provide competitive salaries and benefits necessary to retain such talented educators.

As we have historically provided financial support to our new teachers to clear their credentials through BTSA programs, we will proceed in fulfilling these supports this year as well. MSA2 is vigilant in providing support to our teachers and staff by means of providing opportunities to participate in professional development programs in partnership with LACOE as it pertains to PBIS, STEAM, SEL, MTSS, EL support, and other areas related to effective classroom instruction. Our college counselor and teachers of college level Advanced Placement courses will also continue to receive annual professional development training which are provided by the school in order to prepare them to be successful in delivering quality instruction to our advanced students at MSA2. Another time which is sacred for MSA2 to hold professional development takes place during our weekly full staff collaboration time each Wednesday during our minimum dismissal schedule. Finally, we are supportive of our paraprofessional and administrative assistant staff members in their pursuit of higher educational goals by means of offering tuition reimbursement to these individuals.

## Goal 2.3: MTSS - Academic enrichment, intervention, and student support

MSA2 has implemented 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. MSA2 has synthesized CAASPP and NWEA MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets. Targeted interventions have been utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. MSA2 has provided additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, SDAIE strategies and CHATS framework integration and utilization, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Learning Lab classes, designated ELD courses, Study Skills, additional support during home room, before and after school tutoring, Saturday classes, small group instruction and interventions, and summer programs. SSPT, 504, and other support meetings have been coordinated among teachers and support roles (resource teachers, EL coordinator, Title-1 Team, MTSS Academic Committee chairs, etc.). MSA2 has also provided support of bilingual paraprofessionals to ensure that EL students have sufficient support necessary to access the instructional program.

MSA2 has included online educational supplemental resources which include BrainPOP, myON, Flocabulary, Aleks, Gizmo. MSA2 has also provided the additional supports:

- MSA2 has an advanced math class for all eligible students to take where they are 1 grade level ahead of the content standards, which approximately 20% of our students are currently enrolled in.
- EL and SPED support takes place after school with the SPED teachers during their office hours and tutoring time, as well as with instructional assistants
- AP support time takes place after school during office hours with the instructors
- Early College Magnet has the support of MSA2 co-teachers who serve as additional academic support for the students to provide increased passing rates of the courses taken with LA Valley College
- Meetings taking place at least on a monthly basis include: SPED, MTSS DL Academic Committee, Grade Level Coordinators, grade level teachers, departments, admin, PBIS Committee, ASB Student Government leadership, College Readiness Committee, Technology Committee, AP teachers, Title I math / EL
- 11th grade homeroom IXL preparation integration
- Winter academic intervention plans as well as after school support during January to increase student passing rate from Fall MAP NWEA administration

Goal 2.4: Designated and integrated ELD programs

- MSA2 has held quarterly ELAC (English Language Advisory Committee) meetings throughout the current academic year. Lesson plans include documentation of ELD standards which are aligned with core curriculum and which will be integrated into each particular activities within the instructional program each day so that all courses provide additional supports toward acquisition of English Language Development

Collaboration with the central office to provide best-practice integration of the ELD Master Plan, in partnership with the MPS ELD Coordinator

- MSA2 has implemented 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. MSA2 has synthesized CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets. Targeted interventions have been utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. MSA2 has provided additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, SDAIE strategies and CHATS framework integration and utilization, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, learning lab classes, designated ELD courses, Study Skills, additional support during Homeroom / Advisory, before and after school tutoring, Saturday classes, small group instruction and interventions, and summer programs. SSPT, 504, and other support meetings have been coordinated among teachers and support roles (resource teachers, EL coordinator, MTSS Academic Committee chairs, etc.)
- Support of bilingual paraprofessionals to ensure that EL students have sufficient support necessary to access the instructional program.
- MSA2 has included online educational supplemental resources which include myON, Flocabulary, IXL, and StudySync ELD component.
- MSA2 utilizes paraprofessionals to support EL students during learning lab as well as homeroom courses to provide additional guidance and feedback to students

#### Goal 2.5: Support for students with disabilities

MSA2 utilizes the fiscal resources aligned with this action step in order to provide funding which pays for the salary and benefits of MSA2's 3 full-time SPED paraprofessionals, 1 part-time SPED paraprofessional, 4 full-time Education specialist / SPED teachers, 1 full-time school psychologist. This year, MSA2 added an additional 1 SPED teacher / education specialist, 1 additional SPED full-time paraprofessional, and 1 additional part-time SPED paraprofessional.

Further, MSA2 utilizes this action to include for the purchase of resources needed to support SPED students and teachers such as technological resources which help provide accommodations to SPED students, as well as to provide services to SPED students by means of subcontracting out this process to an outside vendor, including EdLogical. SPED students receive services which include occupational therapy, adaptive PE, speech therapy, and more. Moreover, MSA2 utilizes funds in this category to provide relevant assessments which are utilized and incorporated in the annual and triennial IEP process for SPED students, including any required technical tools which are essential to this process.

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

Goal 2.1: Broad course of study and standards-based curriculum

MSA2's initial budget which included categories to support the programs, services, personnel, and resources related to this action step was impacted by several additional sources of revenue due to the Covid-19 pandemic. Amongst these resources, the additional Concentration Add-On Grant provided extra fiscal resources which have created opportunities to provide additional support to students during this time and which included expenses which were not initially budgeted by MSA2.

MSA2 budgeted \$1,927,088 for this category, and ended up utilizing \$1,900,384 of fiscal resources by the end of the school year in this category which means that the projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 1

Budgeted: \$1,927,088

Actual: \$1,900,384

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2.2: Professional development for high-quality instruction

MSA2 budgeted \$114,500 for this goal, and by the end of the school year will utilize \$114,500 to accomplish this goal.

Goal 2 Action 2

Budgeted: \$114,500

Actual: \$114,500

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

- MSA2 continued to hire a paraprofessional to support the dually identified students who are both SPED and EL during this academic year
- MSA2 continued to hire an administrative assistant in the Student Services department to support behavior interventions
- MSA2 continued to hire an administrative assistant in the Academic Department to support the administration of assessments as well as to support academic achievement
- MSA2 continued to allocate additional funds to support Saturday School to provide additional learning support

MSA2 budgeted \$927,961 for this goal and by the end of the school year, MSA2 had spent \$877,363 for this goal, which means that the

projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations. Although MSA2 did not spend all of the budgeted amount in this category, the process of maintaining the hiring of numerous support paraprofessional and administrative assistant staff to support the SPED, EL and general student population this year enabled MSA2 to be effective with this goal without utilizing all of the budgeted fiscal resources in this goal.

#### Goal 2 Action 3

Budgeted: \$927,961

Actual: \$877,363

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

#### Goal 2.4: Designated and integrated ELD programs

- MSA2 continued to hire an additional administrative assistant in the Academic department to support the administration of assessments in partnership with the Assistant Principal of Academics, including in the support of the EL students being assessed

MSA2 has spent \$1,000 of the \$1,000 which were budgeted in this category by the end of the school year.

#### Goal 2 Action 4

Budgeted: \$1,000

Actual: \$1,000

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

#### Goal 2.5: Support for students with disabilities

Due to the increased number of SPED students this year enrolled in MSA2 as well as an increased number of new assessments which took place leading to new IEPs for students, MSA2 continued with hiring the 4th SPED teacher / education specialist who was initially hired last school year. MSA2 budgeted \$1,040,067 this year and by the end of the year ended up utilizing \$980,061, which means that the projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

#### Goal 2 Action 5

Budgeted: \$1,040,067

Actual: \$980,061

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

### Goal 2.1: Broad course of study and standards-based curriculum

Over the 3 year LCAP cycle, MSA2 has a tremendous amount of data which relates to this goal and action step. During this time, the Spring 2021 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, 63.6% of English Language Learner (ELL) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. In addition, 68.3% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 66.3% met their subgroup growth projection in reading in the Spring 2021. Further, 57.9% of Special Education (SPED) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. Moreover, 70.8% of Asian students met their subgroup growth projection in math and 62.5% met their subgroup growth projection in reading in the Spring 2021. Moreover, 66.7% of Hispanic students met their subgroup growth projection in math and 65.5% met their subgroup growth projection in reading in the Spring 2021. Finally, 87.5% of white students met their subgroup growth projection in math and 66.7% met their subgroup growth projection in reading in the Spring 2021.

During the 2022-23 academic year, MSA2 students have demonstrated success in meeting their target growth in math and reading. 65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math. 69.1% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year. 66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. 83.3% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year. 65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. This was a growth of 3.89% from the prior school year. Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard. The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard. One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's

English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of 6.85% from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.

The ELA portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15.6 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 17.4 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 10.2 points from the prior school year in terms of their distance from the standard. The SPED student results for math on the same assessment year received a color of yellow and increased by 21.8 points from the prior school year in terms of their distance from the standard. The EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange and increased by 5.9 points in terms of their distance from the standard.

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning “Well Developed”).

MSA2 has also incorporated over the 3 year LCAP cycle relevant contemporary data sources by means of our variety of online supplemental resources which provide data related to student math, ELA, and Lexile levels across all grade levels from IXL, ALEKS, myON, Flocabulary platforms, and which is monitored by teachers and the MTSS Academic Committee to provide targeted interventions and support which include after school tutoring, Saturday School, learning lab courses, and other interventions.

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of all students in math at MSA2 is 21.18%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support. Further the overall proficiency and advanced percentile of all students in reading at MSA2 is 42.52%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.

Despite the growth of 3.89% from the prior school year of MSA2’s students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in math and this score being the second to highest score over the prior 5 school years, one area of improvement relates to the 25.65% rate for all students receiving proficient or advanced scores on the SBAC math. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the SBAC math proficiency rate of students.

Despite the growth of 6.85% from the prior school year of MSA2’s students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in ELA and this score being the highest score over the prior 5 school years, one area of improvement relates to the 42.73% rate for all students receiving proficient or advanced scores on the SBAC ELA.

Another area of need relates to the 0.0% of EL students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 5.26% of EL students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of EL students. Despite the success related to MSA2’s EL students increasing by 5.9 points in the math portion of the Spring 2023 SBAC in terms of their distance from the standard from the previous school year, an area of improvement is that EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange.



Another area of need relates to the 15.25% of SPED students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 18.64% of SPED students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of SPED students. An additional challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

Another area of need relates to the 19.87% of Hispanic students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 41.25% of Hispanic students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of Hispanic students.

Despite the success of MSA2's 2022-23 CAST assessment in science increasing by 7.24% from the previous school year as well as being the highest score for the school over the previous 3 school years, an area of improvement is that 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the science proficiency rate of students.

#### Goal 2.2: Professional development for high-quality instruction

During the 3 year LCAP cycle, MSA2 has expanded our MPSwide collaboration time which connects teachers and staff across the organization to support areas including math instruction, EL support, departmental collaboration, ELA instruction, SPED collaboration, technology support, and more. MSA2 was recently awarded the Gold Medal for our PBIS Program in partnership with LACOE and the California PBIS Recognition program. In order to receive this recognition, MSA2 compiled data related to our SEL implementation as well as related to a variety of measures being assessed by LACOE and the State of California in their observation of our school over the course of the application period. MSA2 also reviews assessment data during weekly school staff PD meetings, department meetings, MTSS meetings, School Site Council meetings, Title I / ELAC meetings with other educational partners. Further, MSA2 administration attend and review data monthly with home office support during Principal meetings, Academic Administrator meetings, Student Services Administrator meetings, and Office Manager meetings. This data relates to student performance on academic assessments, behavioral referrals, attendance and truancy, social emotional measures, and enrollment. In addition, MSA2 administration utilizes TeachBoost platform to perform formal and informal observations of instructional staff and administrative assistants which align to professional standards and track each individual's effectiveness over the course of each school year.

#### Goal 2.3: MTSS - Academic enrichment, intervention, and student support

MSA2's academic performance data during the pre-Covid-19 pandemic, during the pandemic, as well as since the pandemic ended have shown continuous growth and improvement across nearly all student groups in ELA and math. In particular, MAP growth data during the last school year demonstrates target growth levels being met in ELA and math at significant rates. Further, online program usage demonstrates improvements over time in terms of the topics showing proficiency and mastery across IXL, ALEKS, myON, Flocabulary, and more. In

addition, MSA2 continues to meet and exceed the recommended benchmarks for a majority of IXL goals for student usage, teacher usage, and content mastery.

As was stated previously, over the 3 year LCAP cycle, MSA2 has a tremendous amount of data which relates to this goal and action step. During this time, the Spring 2021 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, 63.6% of English Language Learner (ELL) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. In addition, 68.3% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 66.3% met their subgroup growth projection in reading in the Spring 2021. Further, 57.9% of Special Education (SPED) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. Moreover, 70.8% of Asian students met their subgroup growth projection in math and 62.5% met their subgroup growth projection in reading in the Spring 2021. Moreover, 66.7% of Hispanic students met their subgroup growth projection in math and 65.5% met their subgroup growth projection in reading in the Spring 2021. Finally, 87.5% of white students met their subgroup growth projection in math and 66.7% met their subgroup growth projection in reading in the Spring 2021.

During the 2022-23 academic year, MSA2 students have demonstrated success in meeting their target growth in math and reading. 65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math. 69.1% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year. 66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. 83.3% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year. 65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. This was a growth of 3.89% from the prior school year. Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard. The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard. One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's

English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of 6.85% from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.

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During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning “Well Developed”).

MSA2 has also incorporated over the 3 year LCAP cycle relevant contemporary data sources by means of our variety of online supplemental resources which provide data related to student math, ELA, and Lexile levels across all grade levels from IXL, ALEKS, myON, Flocabulary platforms, and which is monitored by teachers and the MTSS Academic Committee to provide targeted interventions and support which include after school tutoring, Saturday School, learning lab courses, and other interventions.

#### Goal 2.4: Designated and integrated ELD programs

Over the 3 year LCAP cycle, MSA2's data related to EL students shows tremendous growth for EL students with regard to their RFEP rates as well as their ELP progress indicator on the dashboard. These rates demonstrate that MSA2's EL students are reaching academic achievement goals related to language acquisition at substantially high rates. We have added substantial academic support to our dually identified students by means of providing students with 2 additional paraprofessionals that were not originally in the budget prior to this 3 year LCAP cycle, and were hired based on additional funds related to the Covid-19 pandemic during the LCAP cycle as well and who continue to work at MSA2 during the 2023-24 school year.

As was previously mentioned, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning “Well Developed”).

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

#### Goal 2.5: Support for students with disabilities

During this 3 year LCAP cycle, MSA2 utilized more fiscal resources than initially budgeted prior to this cycle to support our SPED students in the form of hiring several new SPED paraprofessionals as well as one additional SPED teacher, MSA2's SPED students were able to receive additional small group support to reduce learning loss experienced during the Covid-19 pandemic. The end of year results on the NWEA

MAP in math and English as well as the Lexile growth as demonstrated through myON for the past 2 years for SPED students demonstrates that these additional resources were effective in supporting our SPED student population.

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

#### Goal 2.1: Broad course of study and standards-based curriculum

Over the next 3 year LCAP cycle, MSA2 plans on continuing to provide our broad variety of current online curriculum and supplemental resources for the coming school year, including IXL, myON, Flocabulary, McGraw Hill, Houghton Mifflin Harcourt, and StudySync. In addition, we plan to expand our professional development activities related to our science curriculum to support the improved incorporation of NGSS-aligned standards.

#### Goal 2.2: Professional development for high-quality instruction

During the next LCAP cycle, MSA2 will utilize funds relevant revenue streams over the next three instructional years to provide coaching and mentorship support to our instructors each year, as well as additional professional development programmatic support. Further, MSA2 plans to hire an instructional coach as a full-time support position for the first time during the 2024-24 school year. Moreover, MSA2 administration will continue to receive professional development support in partnership with Harvard University's Relay Graduate School of Education to improve this effort.

#### Goal 2.3: MTSS - Academic enrichment, intervention, and student support

- During the next 3 year LCAP cycle, MSA2 plans to renew the online programs such as myON, iXL, Flocabulary and StudySync for upcoming school year as a means to provide content-aligned assessments to MSA2 students in ELA, ELD and math courses.
- MSA2 will also incorporate an expansion of dual enrollment college course preparation programs to support student learning, including by partnering with Pierce College and LA Valley College.

One area of growth for the next LCAP cycle with this is goal is to decrease the percentage of students failing classes as well as to meet 100% of teacher observation informal and formals during the next 3 years as a manner to better support student learning.

#### Goal 2.4: Designated and integrated ELD programs

Over the next 3 year LCAP cycle, MSA2 plans on continuing to provide fiscal resources as a means of support for our designated and integrated ELD programs resources for the coming school year in alignment with our EL Master Plan, our Director of EL Programs from our

home office and our ELAC committee to ensure that our EL students have the best opportunity to reclassify as fluent English proficient.

Goal 2.5: Support for students with disabilities

Over the next 3 year LCAP cycle, MSA2 plans to continue to employ the 3 SPED paraprofessionals, 4 SPED Education Specialist teachers, 1 school psychologist, and 1 shared social worker to help support our SPED student population and to support all aspects of MTSS learning and support.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 55.0%	2021 Dashboard CCI data is not available.  2021-22: (Projected as of 5/13/22) 53.7%	2022 Dashboard CCI data is not available.  2022-23: (Projected as of 5/12/23) 80.9%	2022-23: (2023 Dashboard) 81.6%	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: 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	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-	2022-23: 74.47%  IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> <li>Grade 11 Students: 46.72%</li> </ul>	2022-23: 78.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 54.17%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 56.74%</li> </ul>	<p>ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 65.29%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 63.82%</li> </ul>		
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 24.32%	<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</p>	<p>2021-22: 27.08%</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</p>	<p>2022-23: 51.06%</p> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 30.56%</li> </ul>	2022-23: 35.00%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 25.00%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 72.34%</li> </ul>	<p>CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 44.68%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 60.33%</li> </ul>		
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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	2021-22: (2022 Dashboard) 73.2%  2022-23: (As of 5/12/23) 85.1%	2022-23: (As of 1/22/24) 65.9%	2022-23: (2023 Dashboard) 60.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 92.1%	2020-21: 92.3%  2021-22: (As of 5/13/22) 97.6%	2021-22: (CDE DataQuest) 97.4%  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) 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 47.7%	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) 100%	2022-23: (As of 5/12/23) 98.0%	2023-24: (As of 5/20/24) 100.0%	2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 71.0%	2021-22: (As of 5/13/22) 66%	2022-23: (As of 5/12/23) 91.0%	2023-24: (As of 5/20/24) 82.0%	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 5/20/24) 14%	2023-24: 20%
Percentage of students in the current graduating class who have taken a	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 5/20/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/20/24) 99%	2023-24: 100%

## Goal Analysis

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

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

### Goal 3.1: College/Career readiness programs and activities

MSA2's College Counselor is incredibly involved in creating events related to financial aid preparedness as well as college and career readiness for all educational partners. In particular, each semester, MSA2's College Counselor plans events which entail bringing representatives from respective colleges and universities to speak with our students during the school day as well as during assemblies. Further, MSA2's College Counselor creates multiple college and career planning workshops as well as financial aid information night events for the full community in which parents and families of students are invited to attend to receive guidance and support related to this process. Moreover, MSA2's College Counselor schedules office hours in person each week in which she makes herself available to support students who are currently in the process of applying to colleges, universities, and trade schools to guide them through the detailed steps related to this important next step in our students' lives and educational journeys. During the Spring semester each year, MSA2's College Counselor organizes a college signing event which promotes all 12th grade students' plans for the upcoming school year in which the entire community is invited to celebrate students' futures. Beyond these incredible demonstrations of support to the entire community, MSA2's College

Counselor also leads the process of creating and presenting information during high school student advisory courses related to the process to be college and career ready through the Naviance platform. Additionally, MSA2's College Counselor leads the process to promote and enroll students in the dual enrollment program at our school in which students as early as incoming 9th graders are invited to enroll in college courses with LA Valley College, Pierce College and Mission College. Furthermore, MSA2's College Counselor has also been a tremendous resource to the other counselors in the Magnolia Public Schools organization.

At Magnolia Science Academy-2, during the 2023-24 school year, the school has 93% socioeconomically disadvantaged students, 90.2% Hispanic / Latinx, 20.3% students with disabilities, 14.5% English Learners.

As was stated in the previous response, MSA2's College Counselor is incredibly involved in creating events related to financial aid preparedness as well as college and career readiness for all educational partners. In particular, each semester, MSA2's College Counselor plans events which entail bringing representatives from respective colleges and universities to speak with our students during the school day as well as during assemblies. Further, MSA2's College Counselor creates multiple college and career planning workshops as well as financial aid information night events for the full community in which parents and families of students are invited to attend to receive guidance and support related to this process. Moreover, MSA2's College Counselor schedules office hours in person each week in which she makes herself available to support students who are currently in the process of applying to colleges, universities, and trade schools to guide them through the detailed steps related to this important next step in our students' lives and educational journeys. During the Spring semester each year, MSA2's College Counselor organizes a college signing event which promotes all 12th grade students' plans for the upcoming school year in which the entire community is invited to celebrate students' futures. Beyond these incredible demonstrations of support to the entire community, MSA2's College Counselor also leads the process of creating and presenting information during high school student advisory courses related to the process to be college and career ready through the Naviance platform. Additionally, MSA2's College Counselor leads the process to promote and enroll students in the dual enrollment program at our school in which students as early as incoming 9th graders are invited to enroll in college courses with LA Valley College, Pierce College and Mission College. Furthermore, MSA2's College Counselor has also been a tremendous resource to the other counselors in the Magnolia Public Schools organization. MSA2's College Counselor serves as the school's Advanced Placement Coordinator and meets regularly with high school students in partnership with the Dean of Academics and Assistant Principal to support students in ensuring they meet their A-G high school graduation requirements.

MSA2's College Counselor meets with each 12th grade student individually along with their parents to support them in applying for university, college and/or trade school admissions. In addition, MSA2's College Counselor ensures that each student is able to complete their FAFSA applications as well as their CADAA applications for eligible graduating students in order to have the best financial support resources for students of all demographic and socioeconomic backgrounds.

MSA2's College Counselor has been instrumental in increasing all of MSA2's high school guidance point indicators. MSA2's college preparedness data across a variety of measures has been historically competitive when compared with the rates across LAUSD, LACOE, and the State. In particular, MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

### Goal 3.2: STEAM and GATE programs

MSA2 has utilized funds related to this action in order to support the school's STEAM, GATE and advanced / honors student pathway. Subsequently, MSA2 has spent funds on providing additional resources in science classrooms, supplies which will be utilized during the STEAM Expo, supplies for student science experiments, after school STEAM club support, Saturday School STEAM activities.

### Goal 3.3: Digital literacy and citizenship programs

This fiscal resource at MSA2 is utilized to provide the school's salary and benefit for the school's computer teacher who also serves as the assistant to the IT Manager. Moreover, MSA2's computer teacher provides Robotics clubs after school as well where he works with students on VEX robotics where students learn essential engineering and programming skills. The computer teacher holds both computer courses for middle school and high school students. Beyond these expenses, this fiscal resource also provides for the purchase of select online educational software to support student learning.

### Goal 3.4: Physical education, activity, and fitness

MSA2 utilizes this fiscal resources to provide the salary and benefits for the school's PE teacher who serves students in grades 6-8 in classes which meet a minimum of 3 days per week. Further, the PE teacher serves high school students in grades 9 and 10 in classes which meet 5 days per week who are not enrolled in other high school CIF sports elective PE classes with their coaches. Finally, this category provides fiscal resources to support our school's PE program in terms of purchasing additional classroom supplies needed for our school PE classes as well as to support our high school CIF sports classes which take place during the instructional school day as well as after school to provide additional resources to the students.

### Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 utilizes this area to provide additional programs and services to the students and school community which can support pupils in aspects which are not included under other action areas. In particular, this action serves in collaboration with MSA2's after school programs and services, which serves in conjunction with Think Together, which provides programming, supervision and services to MSA2 students after school each week day until 6:00 pm as well as for 2 hours daily before school from 7:00 am until the start of the school day at 9:00 am. Another provision related to this goal is the offering by all MSA2 teachers to provide after school tutoring and clubs each week. Some of the clubs offered by MSA2 teachers after school to students include the STEAM club and the jazz band club. The goal of these clubs is to

provide engaging activities at MSA2 which extend beyond the regular school day to motivate students to attend school and create a positive school culture for students and families to interact with.

Further, MSA2 offers the Congressional Award Program for high school students where students are provided with opportunities to attend outdoor educational programs, complete volunteer service, set academic goals, and earn congressional awards with mentor teachers who work with the same group of students each year until high school graduation. During the 2023-24 school year, MSA2 continued to expand opportunities for the school's CAP students. Specifically, 4 students received their Silver Medals during their 12th grade year, and 4 other 12th grade students are awaiting their medals to be approved after submitting their paperwork recently. This year is the first time in around 8 years that an MSA2 student has received a medal from this prestigious program affiliated with the United States Congress. Of the 12th grade students who were in the CAP program, 2 students will be attending UC Berkeley in the upcoming school year and 2 students will be attending UCLA during that time.

During the 2023-24 school year, MSA2 entered its 2nd year of eligibility to participate as a full member in the California Interscholastic Federation (CIF) high school sports program. During the 2022-23 school year, the MSA2 boys varsity cross country team advanced to CIF Los Angeles City Finals. The girls varsity cross country team advanced to CIF Los Angeles City Preliminary. One student placed 3rd in boys cross country CIF Los Angeles City Finals and advanced to the 2022 CIF California State Championship meet. Additionally, MSA2's boys CIF high school soccer team advanced to the playoffs during the 2022-23 school year. Moreover, the boys and girls CIF high school volleyball teams advanced to the playoffs during the same school year.

During the 2023-24 school year, the boys CIF high school volleyball team won the Los Angeles City Championships for Division V. Further the boys CIF high school volleyball team qualified for the California State Championship tournament in 2024. Moreover, the boys CIF high school soccer team advanced to the playoffs in the 2023-24 school year, and the girls CIF high school volleyball team advanced to the playoffs in the same year.

MSA2 continued its music program during the 2023-24 school year for the 2nd year in the school's history. During the 2022-23 school year, MSA2 launched the first music program in the history of the school. During this time, the student music ensemble received 2nd place at Stanford University Jazz Festival, and they also received 3rd place in Reno Jazz Festival. Moreover, one MSA2 student received a scholarship from Stanford University to attend the Stanford University summer jazz music program during the summer of 2023. During the 2023-24 school, the school band hosted a night at the silver screen live music concert soundtrack performance to cinema footage.

During the 2023-24 school year, MSA2 launched its first school debate team for high school students. The students participated in the Los Angeles Metropolitan Debate League where students competed in numerous competitions which required preparation related to policy debates. Numerous students and teams won prizes during tournaments, including one student winning 2nd place at a debate tournament hosted at University of Southern California (USC).

During the 2023-24 school year, MSA2 was awarded the CalHOPE grant from LACOE in order to provide additional support for MSA2 SEL development for students. MSA2 used these funds to support students in creating original cinematic content to train all students in SEL skills, including conflict mediation, restorative practices, and other overcoming obstacles.

Moreover, Think Together provides opportunities to students which includes drivers education programs for high school students, mentoring programs for middle school and high school students to work together in support of increased student outcomes. Moreover, MSA2 has continued to expand Saturday School program offerings for support student learning, small group interventions outside of regular tutoring sessions, additional learning recovery camps during winter break, Thanksgiving break, and more. Since MSA2's Think Together program is funded based upon enrollment and attendance numbers, there is no maximum capacity for student participation in these events and clubs as the program coordinators have the flexibility to hire new staff to support increased demand. Further, our programs provide field trips to students to enrich their educational experiences.

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

Goal 3.1: College/Career readiness programs and activities

MSA2 budgeted \$155,826 to support college/career readiness programs and activities during the 2023-24 academic year, but by the end of the school year, MSA2 will have spent all of these fiscal resources at \$155,826.

Goal 3 Action 1

Budgeted: \$155,826

Actual: \$155,826

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.2: STEAM and GATE programs

MSA2 budgeted \$4,491 to support STEAM and GATE programs during the 2023-24 academic year, and by the end of the school year, MSA2 will have spent all of these fiscal resources at \$4,491.

Goal 3 Action 2

Budgeted: \$4,491

Actual: \$4,491

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.3: Digital literacy and citizenship programs



MSA2 budgeted \$128,147 to support digital literacy and citizenship programs during the 2023-24 academic year, and by the end of the school year, MSA2 will have spent nearly 100% of these fiscal resources at \$121,643. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3

Budgeted: \$128,147

Actual: \$121,643

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.4: Physical education, activity, and fitness

MSA2 budgeted \$229,755 to support physical education, activity, and fitness during the 2023-24 academic year, and by the end of the school year, MSA2 have spent nearly all of than these allocated fiscal resources at \$227,556. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4

Budgeted: \$229,755

Actual: \$227,556

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 budgeted \$586,284 to support additional programs and activities that support well-rounded education during the 2023-24 academic year, and by the end of the school year, MSA2 will have spent nearly all of these allocated fiscal resources at \$583,311. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5

Budgeted: \$586,284

Actual: \$583,311

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3.1: College/Career readiness programs and activities

Over the 3 year LCAP cycle, MSA2's data with regard to the school's college/career readiness programs and activities, including having historically competitive rates when compared with the rates across LAUSD, LACOE, and the State indicates that the specific actions have been effective in making progress toward this goal. In particular, MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

MSA2's success in being named a 2024 California Distinguished School highlights MSA2's effective actions in this action.

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of all students in math at MSA2 is 21.18%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support. Further the overall proficiency and advanced percentile of all students in reading at MSA2 is 42.52%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.

Despite the growth of 3.89% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in math and this score being the second to highest score over the prior 5 school years, one area of improvement relates to the 25.65% rate for all students receiving proficient or advanced scores on the SBAC math. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the SBAC math proficiency rate of students.

Despite the growth of 6.85% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in ELA and this score being the highest score over the prior 5 school years, one area of improvement relates to the 42.73% rate for all students receiving proficient or advanced scores on the SBAC ELA.

Another area of need relates to the 0.0% of EL students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 5.26% of EL students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of EL students. Despite the success related to MSA2's EL students increasing by 5.9 points in the math portion of the Spring 2023 SBAC in terms of their distance from the standard from the previous school year, an area of improvement is that EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange.

Another area of need relates to the 15.25% of SPED students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 18.64% of SPED students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of SPED students. An additional challenge is that the SPED student

results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

Another area of need relates to the 19.87% of Hispanic students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 41.25% of Hispanic students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of Hispanic students.

Despite the success of MSA2's 2022-23 CAST assessment in science increasing by 7.24% from the previous school year as well as being the highest score for the school over the previous 3 school years, an area of improvement is that 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the science proficiency rate of students.

### Goal 3.2: STEAM and GATE programs

Over this 3 the year LCAP cycle, MSA2's success with regard to the school's STEAM and GATE programs, including having historically competitive programs over multiple consecutive years in VEX EDR and VEX IQ Robotics as well as in RAD Drones by qualifying for the US National Championship multiple years in a row and qualifying for the World Championships for the RAD Drones in Spring 2020, although the Covid-19 pandemic led to the World Championship tournament being cancelled. Despite these previous successes, MSA2 has brought back VEX robotics as a club at school for middle school and high school students to prepare the students to have success during the upcoming school years and compete in tournaments again.

Further, during this 3 year LCAP cycle, MSA2 continued its music program during the 2023-24 school year for the 2nd year in the school's history. During the 2022-23 school year, MSA2 launched the first music program in the history of the school. During this time, the student music ensemble received 2nd place at Stanford University Jazz Festival, and they also received 3rd place in Reno Jazz Festival. Moreover, one MSA2 student received a scholarship from Stanford University to attend the Stanford University summer jazz music program during the summer of 2023. During the 2023-24 school, the school band hosted a night at the silver screen live music concert soundtrack performance to cinema footage.

Moreover, during the 2022-23 school year, MSA2 was selected by Kaiser Permanente to participate in the Hippocrates Circle, which aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students to physician careers. MSA2 students who enrolled in the Hippocrates Circle Program had opportunities to interact with practicing physicians that may reflect their own personal experience and diverse background. Through collaboration with medical schools, physicians from Permanente Medical Group, and Kaiser Permanente Community Health sponsorship, the Hippocrates Circle Program helped MSA2 students strengthen the self-esteem of young people and empower them to pursue their goal to become a physician.

Over this 3 year LCAP cycle, MSA2 students continued to create STEAM projects for the MPS STEAM Expo as well as for the schools STEAM Festival each year. Further, MSA2 students have continued to participate in the LACOE History Day competitions where they have

qualified for significant honors, and have participated in advanced math competitions. Over the current LCAP cycle, MSA2 students have won distinctions including the Amazon Future Engineer scholarship, have been awarded College Board distinctions, and have participated in Stanford University's Pre-Collegiate College Level Online Math program where they have been able to concurrently enroll in Stanford math courses while they are still in high school.

### Goal 3.3: Digital literacy and citizenship programs

Over the past 3 years, MSA2 has continued to have an IT Manager which is shared with MSA7 60% for MSA2 and 40% for MSA7 in terms of time on campus and budget. This was a change from the previous 50% which MSA2 had for the IT Manager which provides an additional 2 full days per month on campus to support areas of need. Further, over the past 3 years, MSA2's computer teacher has provided support to students in the computer classes, including AP Java Computer. Moreover, MSA2 received an award during the 2021-22 school year from the College Board related to having a successful rate of female students passing the AP Computer exam.

### Goal 3.4: Physical education, activity, and fitness

During this LCAP cycle, MSA2's physical education and fitness programs have improved over the past 3 years due to adding more opportunities for competitive sports before and after school. In particular, MSA2 rented One Generation on 4 days per week throughout the past 3 school years to support middle school and high school soccer for boys and girls as well as for flag football. Further, we rented the Hansen Dam for high school boys and girls cross country competitions and increased our budget to support these additional activities which support wellness outside of the general academic coursework.

As was previously stated, during the 2023-24 school year, MSA2 entered its 2nd year of eligibility to participate as a full member in the California Interscholastic Federation (CIF) high school sports program. During the 2022-23 school year, the MSA2 boys varsity cross country team advanced to CIF Los Angeles City Finals. The girls varsity cross country team advanced to CIF Los Angeles City Preliminary. One student placed 3rd in boys cross country CIF Los Angeles City Finals and advanced to the 2022 CIF California State Championship meet. Additionally, MSA2's boys CIF high school soccer team advanced to the playoffs during the 2022-23 school year. Moreover, the boys and girls CIF high school volleyball teams advanced to the playoffs during the same school year.

During the 2023-24 school year, the boys CIF high school volleyball team won the Los Angeles City Championships for Division V. Further the boys CIF high school volleyball team qualified for the California State Championship tournament in 2024. Moreover, the boys CIF high school soccer team advanced to the playoffs in the 2023-24 school year, and the girls CIF high school volleyball team advanced to the playoffs in the same year.

### Goal 3.5: Additional programs and activities that support well-rounded education

Over the 3 year LCAP cycle, MSA2's additional programs and activities that support well-rounded education which have been supported with various funding sources which have been effective in supporting student learning, as demonstrated by the MAP growth across math and English during the school year for general education, SPED and EL students through the additional support of such programs. Being awarded the 2024 California Distinguished School award further emphasizes the success of these collective efforts related to this action.

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

Goal 3.1: College/Career readiness programs and activities

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's college/career readiness programs and activities.

Goal 3.2: STEAM and GATE programs

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's STEAM and GATE programs. Further, MSA2 plans to spend more funds during the upcoming school year to participate in the VEX IQ and VEX EDR robotics programs as well as in the RAD Drones program which we had done during previous school years which will provide additional STEAM activities to students.

Goal 3.3: Digital literacy and citizenship programs

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's digital literacy and citizenship programs.

Goal 3.4: Physical education, activity, and fitness

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's Physical education, activity, and fitness. MSA2 will continue building upon its success in the California Interscholastic Federation (CIF) high school sports league as a full member during the upcoming school years so we plan to provide increased fiscal resources to support this growing program to help students meet their physical education and fitness goals.

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 will utilize additional fiscal resources during the upcoming year to continue expanding our before school program. This will provide an additional opportunity to collaborate with Think Together to provide expanded services and programs during the morning time.

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

# Goals and Actions

## Goal

Goal #	Description
4	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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 4	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 5/20/24) 4	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	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 5/20/24) 8	2023-24: 8
Number of activities/events for parent involvement per year (Source:	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 5/20/24) 45	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 6/14/24) 4	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 22.1%	2021-22: (As of 5/13/22) 16.6%	2022-23: (As of 5/12/23) 26.1%	2023-24: (As of 5/20/24) 4.4%	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-2 ADA) 93.3%	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 5/31/24) 20.7%	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 6/3/24) 0.0%	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:	2022-23: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.0%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			0.00%	2023-24: (As of 6/3/24) 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%
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 5/31/24) 0.5%	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 5/31/24) 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%	2023-24: Students: 100.0% Families: 100.0% Staff: 100.0%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	2023-24: Students: 57.0% Families: 90.0% Staff: 69.0%	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%

## Goal Analysis

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

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

### Goal 4.1: Seeking family input for decision making

MSA2 continues to hold periodic meetings to gather input from our families, including, Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Along with ELAC, MSA2's committees provide for representation of at-risk students (low income, English learners, foster youth, etc.). MSA2's feedback during CAC, ELAC and other meetings provide valuable input for the LCAP. MSA2 also holds 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, MSA2 continues to conduct parent surveys to seek feedback on school improvement.

### Goal 4.2: Building partnerships with families for student outcomes

MSA-2 holds a variety of events, meetings and committees which provide significant opportunities for parent and family involvement in our school community decision-making process. In particular, this process has been supported by our school's PACE Coordinator who hosts weekly Coffee with the Principal meetings on Fridays where topics of interest which are relevant to families are shared, including health and wellness, academic achievement, UC / CSU graduation requirements, and more. Further, MSA-2 hosts PTF, Community Advisory Council (CAC), Title I meetings, ELAC meetings with parents as members of each committee who have the ability to vote upon important plans including the School Safety Plan, LCAP, and more. During the 2022-23 school year, MSA2 launched the Community Schools Coordinator (CSC) position who began working in partnership with the PACE coordinator to provide outside resources to the school community. During the 2023-24 school year, MSA2 continued with both the CSC and PACE positions working in collaboration to support MSA2 students, families and the community. The families and parents are equal partners in the decision-making process where they are invited to share their

feedback related to school budgetary and programmatic decisions which impact the quality of the education which their children receive at MSA-2.

Moreover, MSA-2 hosts events for parents and families, including Parent Bridge educational programs which provide support related and training to parents and families in areas including technology literacy and English language development. Beyond this, parents and family members are invited to attend workshops at MSA-2 where they receive information and support related to the necessary steps which they should take to best prepare their children to be successful in college and universities. MSA-2 administration and staff provide home visits to MSA-2 families each year where families are visited to provide their perspectives and feedback related to school programs which can best support their children. Also, our PTF program includes parent members who serve as volunteers to plan events, such as school dances, and cultural festivals including the Day of the Dead event.

MSA-2 is committed to continually growing and improving as an organization in order to best support the needs of all of our students. Because we are committed to the idea that we are most effective at growing in our ability to support our students when we make decisions based on all available data, including the observations of all educational partners, we have a variety of systems in place to ensure that staff, students and families have ample opportunities to participate in school planning processes through brainstorming and revision sessions in staff meetings, committee meetings, and a variety of student leadership groups and other forums. Home office leaders, including the CEO, CAO, COO, CXO, the Director of HR, and other chiefs, directors, and coordinators have made an effort to visit our campus and discuss MPS' broader vision with the staff. Teachers report that one of the major benefits of teaching at MSA-2 is the substantial professional autonomy that teachers are afforded to plan curriculum and instruction in ways that they, as professionals, know best meet the needs of their students.

MSA-2 implements numerous strategies and processes for the regular involvement of all educational partners in the learning and teaching of all students. As effective collaboration starts with effective communication, our school community chose an effective and dependable program called ParentSquare in order to reach our whole community for our major and minor communications. The program allows our school to send out mass communications to our communities through their preferred devices and their preferred languages. In addition to sending mass messages, teachers also are able to use this platform to communicate with students and parents easily.

MSA2 utilizes funds in this area to provide ParentSquare access to all stakeholders, provide Parent Education Bridge programs, pay for the salary as well as benefits of our Parent and Community Engagement (PACE) Coordinator, and other important resources. MSA2's additional expenditures included in this action include Infinite Campus SIS fees, SchoolMint software fees, home-visit compensation for MSA2 staff who visit students' homes, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.

#### Goal 4.3: MTSS - PBIS and SEL support

MSA2 has continued to conduct our annually administered school experience surveys to students, parents, and staff during the Spring 2024 semester. Further, MSA2 utilized responses from last year's survey to guide our implementation of programs and services at the school site. MSA2 implements 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 analyzes survey results to identify greatest progress and needs in order to inform our next steps. We also conduct student SEL check-ins through the Kelvin platform. We share the data of concerned students across stakeholder groups which include teachers, school administration, school psychologist, grade level coordinators, and parents in order to best support students who have demonstrated an SEL area of concern.

MSA2 students continue to receive SEL instruction from the Zones of Regulation curriculum, which is taught by our Student Council leadership team in partnership with our School Psychologist, School Social Worker, and Assistant Principal of Student Services. The original student curriculum is filmed to be viewed during homeroom and Advisory each month. This process supports all students, families, staff, and other stakeholders in having access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. In addition, this process supports stakeholders in feeling a sense of community and connectedness. Additionally, MSA2 continues to partner with LACOE to provide training for our school's PBIS program which was selected to receive a Gold medal from the State of CA in 2023 for our school's PBIS program.

MSA2 uses fiscal resources from this category to receive professional development for the full school from LACOE's PBIS program. MSA2's full-time psychologist provides mental health support to MSA2 students in need as well as ongoing support to students who have IEP's. Moreover, MSA2 refers students and families to Care Solace for outside mental health support as a partner organization. MSA2 also receives support from the MPS Director of SPED Services who also provides consultation as a clinical psychologist related to mental health and SEL matters impacting students and the school community.

MSA2 continues to hold meetings with the Academic MTSS Committee along with our Assistant Principal of Academics in order to discuss strategies and interventions which are necessary to support students. Further, MSA2 provides additional academic interventions based on the MTSS Academic Committee referrals including Saturday School programs, additional small group interventions, Learning Lab course placement, ongoing monitoring of student academic achievement via online resources including IXL for math and English, myON for reading growth, Flocabulary across multiple subject areas to build capacity to answer higher order thinking skills. All such online programs are purchased with MSA2's budget to provide additional academic support resources to students, families and teachers. In addition, MSA2 monitors performance data from NWEA MAP assessment, IAB, and SBAC in order to provide targeted interventions and support related to academic performance with the MTSS Academic Committee.

#### Goal 4.4: Annual stakeholder surveys

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

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff: Climate of Support for Academic Learning; Knowledge and Fairness of Discipline, Rules and Norms; Safety; Sense of Belonging (School Connectedness). As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. MSA2's expenditures associated with this action include Panorama Education survey fees.

#### Goal 4.5: Community outreach and partnerships

MSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. Some outside partnerships of MSA2 include Care Solace which MSA2 uses to refer students and families for outside mental health support.

MSA2 partners with Insight Treatment to provide mental health counseling services and substance treatment to students in need, as well as provides training to students and parents to help educate about the dangers of substance use.

MSA2 partners with One Generation to host sporting events, practices and community events in their space.

MSA2 partners with Kaiser Permanente to give MSA2 middle school students the opportunity to participate in the Hippocrates Circle, which aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students to physician careers.

MSA2 partners with Stanford University's Pre-Collegiate College Level Online Math program in order to support students in concurrently enrolling in Stanford University math courses while they are still in high school.

MSA2 partners with Think Together to run MSA2's before and after school programs on campus that provide additional enrichment and support to students.

MSA2 partners with Los Angeles Valley College and Pierce College to provide dual enrollment college courses to high school students.

MSA2 partners with the Los Angeles Metropolitan Debate League to provide students in high school with the opportunity to compete in debate tournaments with other high school students.

MSA2 partners with Los Angeles County Office of Education (LACOE) in providing the SEL CalHOPE Grant to MSA2 to develop increased opportunities for MSA2 students to receive SEL educational exposure and support.

MSA2 partners with FIYA for middle school sports as an organized manner for students to compete with other schools in the region.

MSA2 partners with California Interscholastic Federation (CIF) for high school students to participate in organized and competitive sports leagues across the region and State of California.

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

#### Goal 4.1: Seeking family input for decision making

MSA2 did not budget any funds to support seeking family input for decision making during the 2023-24 academic year.

##### Goal 4 Action 1

Budgeted: \$0

Actual: \$0

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

#### Goal 4.2: Building partnerships with families for student outcomes

MSA2 budgeted \$385,241 funds to support seeking family input for decision making during the 2023-24 academic year, and by the end of the school year, MSA2 had spent nearly all of these funds at \$376,240. Despite not spending all of the budgeted resources related to this category, the projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations. MSA2 received additional support from Think Together in providing support for building partnerships with families for student outcomes which did not have a fiscal impact on MSA2 since Think Together operates their own budget. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

##### Goal 4 Action 2

Budgeted: \$385,241

Actual: \$376,240

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

#### Goal 4.3: MTSS - PBIS and SEL support

MSA2 budgeted \$635,239 funds to support MTSS - PBIS and SEL support during the 2023-24 academic year, and by the end of the school year, MSA2 had spent all of these funds at \$635,239. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 3

Budgeted: \$635,239

Actual: \$635,239

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4.4: Annual stakeholder surveys

MSA2 budgeted \$2,200 funds to support annual stakeholder surveys during the 2023-24 academic year, and by the end of the school year, MSA2 had spent 100% of the \$2,200 of budgeted fiscal resources. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 4

Budgeted: \$2,200

Actual: \$2,200

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4.5: Community outreach and partnerships

MSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. MSA2 budgeted \$271,911 funds to support community outreach and partnerships during the 2023-24 academic year, and by the end of the school year, MSA2 had spent more than the budgeted amount totaling \$288,197. The \$16,286 spent above the budgeted amount for this action was related to helping provide more opportunities for students and families in the school and relates to the feedback from student, family and staff surveys requesting more programs, services and partnerships to improve the quality of the school. While the projected expenses are above the budgeted amount, all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5

Budgeted: \$271,911

Actual: \$288,197

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

#### Goal 4.1: Seeking family input for decision making

Over this 3 year LCAP cycle, MSA2 utilized a variety of different opportunities to seek family input for decision making during each of the years from 2021-22 through 2023-24. This effectiveness is evidenced in the annual stakeholder survey results which demonstrate a high level of overall satisfaction from the family respondents related to the frequent incorporation of family members as decision makers at MSA2.

#### Goal 4.2: Building partnerships with families for student outcomes

MSA2 utilized a variety of different opportunities to build partnerships with families for student outcomes over this 3 year LCAP from 2021-22 through 2023-24. This effectiveness is evidenced in the annual stakeholder survey results which demonstrate a high level of overall satisfaction from the family respondents related to the frequent incorporation of family members as decision makers at MSA2 over these 3 years. In addition, this is evidenced by the NWEA MAP student growth in math and English for the general education population as well as for SPED and EL students during the current academic year as well as the noteworthy growth in reading demonstrated through myON over this time.

Specifically, MSA2's academic performance data during the pre-Covid-19 pandemic, during the pandemic, as well as since the pandemic ended have shown continuous growth and improvement across nearly all student groups in ELA and math. In particular, MAP growth data during the last school year demonstrates target growth levels being met in ELA and math at significant rates. Further, online program usage demonstrates improvements over time in terms of the topics showing proficiency and mastery across IXL, ALEKS, myON, Flocabulary, and more. In addition, MSA2 continues to meet and exceed the recommended benchmarks for a majority of IXL goals for student usage, teacher usage, and content mastery.

As was stated previously, over the 3 year LCAP cycle, MSA2 has a tremendous amount of data which relates to this goal and action step. During this time, the Spring 2021 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, 63.6% of English Language Learner (ELL) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. In addition, 68.3% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 66.3% met their subgroup growth projection in reading in the Spring 2021. Further, 57.9% of Special Education (SPED) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. Moreover, 70.8% of Asian students met their subgroup growth projection in math and 62.5% met their subgroup growth projection in reading in the Spring 2021. Moreover, 66.7% of Hispanic students met their subgroup growth projection in math and 65.5% met their subgroup growth projection in reading in the Spring 2021. Finally, 87.5% of white students met their subgroup growth projection in math and 66.7% met their subgroup growth projection in reading in the Spring 2021.

During the 2022-23 academic year, MSA2 students have demonstrated success in meeting their target growth in math and reading. 65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math. 69.1% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year. 66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. 83.3% of MSA2's SPED students met



their target growth on the MAP math assessment during the 2022-23 academic year. 65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. This was a growth of 3.89% from the prior school year. Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard. The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard. One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of 6.85% from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.

The ELA portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15.6 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 17.4 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 10.2 points from the prior school year in terms of their distance from the standard. The SPED student results for math on the same assessment year received a color of yellow and increased by 21.8 points from the prior school year in terms of their distance from the standard. The EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange and increased by 5.9 points in terms of their distance from the standard.

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

MSA2 has also incorporated over the 3 year LCAP cycle relevant contemporary data sources by means of our variety of online supplemental resources which provide data related to student math, ELA, and Lexile levels across all grade levels from IXL, ALEKS, myON, Flocabulary platforms, and which is monitored by teachers and the MTSS Academic Committee to provide targeted interventions and support which include after school tutoring, Saturday School, learning lab courses, and other interventions.

#### Goal 4.3: MTSS - PBIS and SEL support

Over the past 3 years of the LCAP cycle, MSA2 has continued to partner with LACOE with the school's PBIS program for multiple consecutive years to provide training and support to the school related to this important practice. Further, MSA2 received its PBIS Gold

medal from the California PBIS recognition program in 2023.

Over the past 3 years of this LCAP cycle, MSA2 has continued to conduct our annually administered school experience surveys to students, parents, and staff, including the most recent survey from the Spring 2024 semester. Further, MSA2 utilized responses from last year's survey to guide our implementation of programs and services at the school site. MSA2 implements 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 analyzes survey results to identify greatest progress and needs in order to inform our next steps. We also conduct student SEL check-ins through the Kelvin platform. We share the data of concerned students across stakeholder groups which include teachers, school administration, school psychologist, grade level coordinators, and parents in order to best support students who have demonstrated an SEL area of concern.

Over the past 3 years, MSA2 students continue to receive SEL instruction from the Zones of Regulation curriculum, which is taught by our Student Council leadership team in partnership with our School Psychologist, School Social Worker, and Assistant Principal of Student Services. The original student curriculum is filmed to be viewed during homeroom and Advisory each month. This process supports all students, families, staff, and other stakeholders in having access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. In addition, this process supports stakeholders in feeling a sense of community and connectedness. Additionally, MSA2 continues to partner with LACOE to provide training for our school's PBIS program which was selected to receive a Gold medal from the State of CA in 2023 for our school's PBIS program.

MSA2 uses fiscal resources from this category to receive professional development for the full school from LACOE's PBIS program. Over the past 3 years of this LCAP cycle, MSA2's full-time psychologist has continued to provide mental health support to MSA2 students in need as well as ongoing support to students who have IEP's. Moreover, MSA2 has continued to refer students and families to Care Solace for outside mental health support as a partner organization. MSA2 also receives support from the MPS Director of SPED Services who also provides consultation as a clinical psychologist related to mental health and SEL matters impacting students and the school community.

During the last 3 years of this LCAP cycle, MSA2 has continued to hold meetings with the Academic MTSS Committee along with our Assistant Principal of Academics in order to discuss strategies and interventions which are necessary to support students. Further, MSA2 provides additional academic interventions based on the MTSS Academic Committee referrals including Saturday School programs, additional small group interventions, Learning Lab course placement, ongoing monitoring of student academic achievement via online resources including IXL for math and English, myON for reading growth, Flocabulary across multiple subject areas to build capacity to answer higher order thinking skills. All such online programs are purchased with MSA2's budget to provide additional academic support resources to students, families and teachers. In addition, MSA2 monitors performance data from NWEA MAP assessment, IAB, and SBAC in order to provide targeted interventions and support related to academic performance with the MTSS Academic Committee.

Goal 4.4: Annual stakeholder surveys

MSA2 has utilized the annual stakeholder survey over the past 3 years of the LCAP cycle which was effective in providing data during the 2021-22 through 2023-24 school years from various educational partners related to various topics.

Our observations on the participation rates from the 2023-24 surveys indicate a high level of engagement from stakeholders, with all three groups - students, families, and staff - achieving 100% participation in the Spring 2024 surveys. This represents a positive trend and demonstrates a strong commitment to providing feedback and contributing to our continuous improvement efforts.

Comparing to Spring 2023, we note an increase in participation rates among students (+1.8 percentage points) and families (+0.7 percentage points), while staff participation remained consistent at 100%. This indicates continued enthusiasm and involvement from our educational partners in sharing their perspectives and insights.

Overall, the high participation rates across all groups in the 2023-24 survey reflect a culture of collaboration, transparency, and accountability within our school community. It's encouraging to see such active engagement, and we value the feedback and input provided by all stakeholders as we work together to enhance our educational programs and services.

Reaching 100% participation rate was a collaborative effort. Dividing the groups between specific team members, having consistent follow up, and implementing different strategies, such as calling parents at different times of the day, assisting parents on how to complete the survey, giving incentives, and having a team of staff to follow up with parents during drop off and pick up with flyers with QR codes. These strategies helped with providing easier ways to access the survey.

There has been a noticeable decline in overall satisfaction rates across all three groups - students, families, and staff - when comparing 2023-24 survey responses with those of the 2022-23 school year. Specifically, student satisfaction decreased by 18 percentage points, family satisfaction by 8 percentage points, and staff satisfaction by 18 percentage points.

While there can be multiple factors that resulted in the lower satisfaction rates, some of these factors can be the following:

- We experienced five teacher separations during the first semester for various reasons, leading to the presence of substitute teachers in classrooms for a brief period until we could fill the positions permanently. Some of these educators had been integral members of MSA-2 for several years, and their departure initially affected student morale. The separation and vacancies have impacted both the students and the families, as well as the staff. Although most positions are now filled, establishing new relationships with students and families required a period of adjustment.
- At the beginning of this academic year, we diligently implemented specific policies such as uniforms, attendance, and tardies. While these expectations are necessary, our review of free responses reveals that students harbor varied expectations, often preferring less strict regulations.
- Concerns regarding food quality have been raised by students and families throughout the year. We have actively listened to these concerns and initiated communication with both the food vendor and the School Food Authority (SFA) management firm. While we

have developed action steps to enhance this aspect, it's important to note that implementing changes will be a gradual process. Factors like vendor preferences and necessary facility improvements require careful consideration and specific approvals, which may take some time.

These changes can be attributed, in part, to staffing transitions. The loss of five teachers, particularly those teaching middle and high school, introduced inconsistency in staffing, impacting both student classroom culture and staff dynamics. Historically, the student approval rates have been the lowest among the three groups, however we acknowledge that this is one of our priorities to increase the student approval rates and overall satisfaction. Moving forward, we are implementing targeted strategies such as enhancing student support services, fostering a positive classroom and campus environment, and providing engaging and relevant learning experiences. Additionally, we are focusing on strengthening communication channels between students, teachers, and parents to ensure that student voices are heard and valued in decision-making processes. By prioritizing these initiatives, we aim to create a more inclusive, supportive, and fulfilling educational experience for all students, ultimately leading to improved student approval rates and overall satisfaction.

We've seen significant successes and notable progress in our survey approval rates over the past year, reflecting our commitment to continuous improvement and responsiveness to stakeholder feedback.

In terms of strengths, our family surveys consistently show the highest average approval rates, reaching an impressive 90% in Spring 2024. This indicates strong engagement and satisfaction levels among our families, reflecting their trust and support in our educational programs and initiatives. We are proud of the positive relationships we have built with our families and their confidence in our school community.

While the approval rates for student surveys decreased by 13 percentage points since Spring 2023, we acknowledge this as an area for improvement. We will focus on enhancing student engagement and feedback mechanisms to better address their needs and concerns, ensuring their voices are heard and valued.

Similarly, the approval rates for staff surveys declined by 18 percentage points since Spring 2023, signaling a need for targeted efforts to boost staff morale, address concerns, and foster a positive work environment. We will prioritize staff support, professional development opportunities, and communication channels to strengthen staff engagement and satisfaction.

Moving forward, we plan to implement targeted strategies to address the decline in approval rates for student and staff surveys, such as increased communication and engagement initiatives, tailored support programs, and ongoing professional development opportunities. We remain committed to listening to our stakeholders, addressing their feedback, and striving for excellence in all aspects of our educational community.

When examining student approval rates, we observe that safety was rated the highest, whereas the sense of belonging received the lowest ranking. Delving deeper into the sense of belonging category, we found that the average approval rate stood at 50%, with the lowest approval rate recorded among 7th and 8th graders. Notably, the question "I am happy to be at this school" saw the most significant decrease in approval. This decline correlates with overall school connectedness.

One contributing factor is our school being a school of choice, where parents often wield greater influence over enrollment decisions, leaving

students feeling less empowered in their school selection. This dynamic can foster negative perceptions among students. However, looking ahead, we are committed to taking proactive measures to foster a stronger sense of inclusion and ownership among students. We will actively seek their feedback to implement initiatives that transform our school into a place they genuinely want to attend and are excited about, rather than feeling compelled to do so.

Among the families, safety was also the highest ranked category. Even though the categories had the highest favorable percentages between the three partner groups (families, students, and staff), we can see a decrease in all four categories. Looking into each question closely, we noticed that the biggest decrease in favored responses were from the following two comments: “school staff takes my concern seriously” and “school staff responds to my needs in a timely manner.” Going forward, we will conduct a thorough review and analysis of the feedback provided. Based on this analysis, the school can then develop targeted action plans or initiatives aimed at improving communication, responsiveness, and overall satisfaction among families. This may involve enhancing communication channels, implementing protocols for timely response to concerns, providing additional training or resources to staff members, and actively seeking feedback from families to ensure their needs are met effectively.

While safety emerged as the top priority for families and students, it notably ranked the lowest among staff members, marking the most significant decline. The most substantial decreases in percentage were observed in responses to prompts related to disruptive student behavior and the lack of respect shown to staff by students. These findings are concerning but understandable, given the turnover in staff throughout the school year and the presence of many new teachers in classrooms.

In response, we are committed to supporting our teachers and staff by implementing strategic measures. We will restructure our professional development initiatives to focus on enhancing classroom management techniques and fostering positive relationships with students. Additionally, we will introduce a new instructional coach position dedicated to working directly with teachers. This coach will provide targeted guidance and support to help teachers effectively manage classroom dynamics, establish mutual respect, and create a conducive learning environment for all students. These efforts aim to address the challenges identified and strengthen the overall well-being and effectiveness of our teaching staff.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

#### Goal 4.5: Community outreach and partnerships

Over the 3 year cycle of this LCAP, MSA2 continued to grow in its community partnerships. MSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. Some outside partnerships of MSA2 include Care Solace which MSA2 uses to refer students and families for outside mental health support. MSA2’s partnership was impactful with Insight Treatment to provide mental health counseling services and substance treatment to students in need, as well as providing training to students and parents to help educate about the dangers of substance use. Moreover, MSA2’s partnership with One Generation to host sporting events, practices and community events in their space helped MSA2 sports teams have significant outcomes over the last 3 years during this LCAP cycle.

MSA2's partnership with Kaiser Permanente to give MSA2 middle school students the opportunity to participate in the Hippocrates Circle, which aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students to physician careers was inspiring for students take part in during the 2022-23 school year.

MSA2's partnership with Stanford University's Pre-Collegiate College Level Online Math program helped provide new opportunities to support students in concurrently enrolling in Stanford University math courses while they are still in high school.

Over the past 3 years, MSA2 partnership with Think Together is highly valued by students and families in running MSA2's before and after school programs on campus that provide additional enrichment and support to students.

MSA2's partnership with Los Angeles Valley College and Pierce College over the past 3 years to provide dual enrollment college courses to high school students has been leading to increased student outcomes.

MSA2's new partnership with the Los Angeles Metropolitan Debate League during the 2023-24 school year provided students in high school with the opportunity to compete in debate tournaments with other high school students. Numerous MSA2 students won prizes in such tournaments, including one student who won 2nd place at a debate tournament which took place at University of Southern California.

Over the past 2 school years, MSA2 ongoing partnership with Los Angeles County Office of Education (LACOE) has been instrumental in providing the SEL CalHOPE Grant to MSA2 to develop increased opportunities for MSA2 students to receive SEL educational exposure and support.

Over the past 3 years of this LCAP, MSA2's continued partnership with FIYA for middle school sports as an organized manner for students to compete with other schools in the region has helped MSA2 students achieve their health and fitness goals.

Finally, MSA2's partnership with California Interscholastic Federation (CIF) for high school students was indispensable for students to be able to participate in the CIF organized and competitive sports leagues across the region and State of California. This partnership led to students qualifying for the California State Championship across 2 different sports and over the course of 2 different school years.

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

Goal 4.1: Seeking family input for decision making

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to seek family input for decision making.

Goal 4.2: Building partnerships with families for student outcomes

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to build partnerships with families for student outcomes.

Goal 4.3: MTSS - PBIS and SEL support

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward MTSS - PBIS and SEL support.

Goal 4.4: Annual stakeholder surveys

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward the annual stakeholder surveys.

Goal 4.5: Community outreach and partnerships

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to provide community outreach and partnerships.

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



# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### General Information

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

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

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

MSA-2 currently has 532 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves face economic challenges. MSA-2 has a diverse enrollment, including 90.2% Hispanic / Latino, 2.7% Asian / Pacific Islander, 3.8% White, 3.2% Black / African American, 93% Socioeconomically Disadvantaged, 20.3% Special Education, and 14.5% English Learner population, GATE 9.6% population. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

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

## Our History

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

## Our Mission

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

## Our Vision

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

## INNOVATION

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

## CONNECTION

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

## EXCELLENCE

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

# Reflections: Annual Performance

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

## SUCCESSSES

### NWEA MAP Math

MSA2 students have demonstrated success in meeting their target growth in math and reading. To reiterate, 65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math. 69.1% of MSA2's English Learner students met their target growth on the

MAP math assessment during the 2022-23 academic year. 66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. 83.3% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year. 65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

### SBAC Math

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. This was a growth of 3.89% from the prior school year. Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard. The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard. One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

### NWEA MAP Reading

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

### SBAC ELA

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of 6.85% from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.

The ELA portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15.6 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year

received a color of yellow and increased by 17.4 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 10.2 points from the prior school year in terms of their distance from the standard. The SPED student results for math on the same assessment year received a color of yellow and increased by 21.8 points from the prior school year in terms of their distance from the standard. The EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange and increased by 5.9 points in terms of their distance from the standard.

## ELPI

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

## CAST

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

## College Readiness

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

## Similar Schools

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

## CA Distinguished Schools

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement



gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning “Well Developed”).

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## CHALLENGES

### All Students Proficient / Advanced Rates - NWEA MAP ELA and Math

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of all students in math at MSA2 is 21.18%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support. Further the overall proficiency and advanced percentile of all students in reading at MSA2 is 42.52%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.

### All Students Proficient / Advanced Rates - SBAC Math

Despite the growth of 3.89% from the prior school year of MSA2’s students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in math and this score being the second to highest score over the prior 5 school years, one area of improvement relates to the 25.65% rate for all students receiving proficient or advanced scores on the SBAC math. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the SBAC math proficiency rate of students.

### All Students Proficient / Advanced Rates - SBAC ELA

Despite the growth of 6.85% from the prior school year of MSA2’s students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in ELA and this score being the highest score over the prior 5 school years, one area of improvement relates to the 42.73% rate for all students receiving proficient or advanced scores on the SBAC ELA.

### EL Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 0.0% of EL students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 5.26% of EL students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional

support to improve the math and reading proficiency rate of EL students. Despite the success related to MSA2's EL students increasing by 5.9 points in the math portion of the Spring 2023 SBAC in terms of their distance from the standard from the previous school year, an area of improvement is that EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange.

#### SPED Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 15.25% of SPED students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 18.64% of SPED students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of SPED students. An additional challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

#### Hispanic Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 19.87% of Hispanic students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 41.25% of Hispanic students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of Hispanic students.

#### Proficient / Advanced Rates - CAST

Despite the success of MSA2's 2022-23 CAST assessment in science increasing by 7.24% from the previous school year as well as being the highest score for the school over the previous 3 school years, an area of improvement is that 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the science proficiency rate of students.

## Reflections: Technical Assistance

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

N/A

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

N/A

## ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	<p>In order to engage parents as educational partners, MSA2 takes the following steps and includes the following systems/structures:</p> <p>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, parents are invited to be involved in the process of school review and improvement including the development of our annual LCAP.</p> <p>Information/input sessions which include parents include Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings. Parents on MSA2’s PTF and ELAC also serve as our Community Advisory Council (CAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input &amp; feedback from parents.</p> <p>The Charter School has an approved charter petition with measurable</p>

Educational Partner(s)	Process for Engagement
	<p>student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.</p> <p>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly PTF meetings, monthly CAC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays other meetings. The school conducted a family experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.</p> <p>A majority of our parent stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the parents for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.</p> <p>In addition, we continued to hold weekly Coffee with the Principal</p>

Educational Partner(s)	Process for Engagement
	<p>meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, CAC, and PTF meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.</p> <p>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:</p> <ul style="list-style-type: none"> <li>• Monthly Title I Staff meetings with ELA and math interventionists</li> <li>• Weekly Coffee with the Principal meetings</li> <li>• ELAC meetings</li> <li>• PTF meetings</li> <li>• Community Advisory Council (CAC) meetings</li> <li>• Title I meetings</li> <li>• Weekly Saturday School</li> </ul> <p>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:</p> <p>ParentSquare  Monthly newsletter  School website  Email  Phone calls / voice message  Social media  Google Classroom  Illuminate  Google Forms  Panorama Education - survey</p>

Educational Partner(s)	Process for Engagement
	Home visits
Students	<p>In order to engage students as educational partners, MSA2 takes the following steps and includes the following systems/structures:</p> <p>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from students through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, students are invited to be involved in the process of school review and improvement including the development of our annual LCAP.</p> <p>Information/input sessions which include students include Community Advisory Council (CAC) meetings, Coffee with the Principal meetings, Board of Directors meetings. Students on MSA2’s Community Advisory Council (CAC) for LCAP planning. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for students and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input &amp; feedback from students.</p> <p>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.</p> <p>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly CAC meetings, numerous student activities/events including weekly Coffee with the Principal meetings on Fridays, Student Council meetings, Student SEL Committee meetings, and other meetings. The school</p>

Educational Partner(s)	Process for Engagement
	<p>conducted a family experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.</p> <p>A majority of our student stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the students for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.</p> <p>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide students with an opportunity to share their feedback with the school related to their education, as well as to share important information with students. We also continued to hold CAC meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.</p> <p>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and</p>



Educational Partner(s)	Process for Engagement
	<p>students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:</p> <ul style="list-style-type: none"> <li>• Monthly Title I Staff meetings with ELA and math interventionists</li> <li>• Weekly Coffee with the Principal meetings</li> <li>• Community Advisory Council (CAC) meetings</li> <li>• Title I meetings</li> <li>• Weekly Saturday School</li> </ul> <p>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:</p> <p>ParentSquare  Monthly newsletter  School website  Email  Phone calls / voice message  Social media  Google Classroom</p>
Teachers	<p>In order to engage teachers as educational partners, MSA2 takes the following steps and includes the following systems/structures:</p> <p>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from teachers through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, teachers are invited to be involved in the process of school review and improvement including the development of our annual LCAP.</p> <p>Information/input sessions which include teachers include Community Advisory Council (CAC) meetings, Coffee with the Principal meetings,</p>

Educational Partner(s)	Process for Engagement
	<p>Board of Directors meetings. Teachers on MSA2’s Community Advisory Council (CAC) for LCAP planning. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input &amp; feedback from teachers.</p> <p>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.</p> <p>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly CAC meetings, numerous teacher activities/events including weekly Coffee with the Principal meetings on Fridays, Student Council meetings, SEL Committee meetings, and other meetings. The school conducted a staff experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.</p> <p>A majority of our teacher stakeholders participated in this survey. The Charter School staff make home visits to 25% of students’ homes each year and seek feedback from the teachers for school improvement who attend home visits. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time</p>

Educational Partner(s)	Process for Engagement
	<p>substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.</p> <p>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide teachers with an opportunity to share their feedback with the school related to their education, as well as to share important information with students. We also continued to hold CAC meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with teacher journalist work.</p> <p>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:</p> <ul style="list-style-type: none"> <li>• Weekly Full Staff PD meetings</li> <li>• Monthly Grade Level meetings</li> <li>• Monthly SPED meetings</li> <li>• Monthly MTSS SEL Committee meetings</li> <li>• Monthly PBIS Committee meetings</li> <li>• Monthly Student Council meetings</li> <li>• Monthly MTSS Academic Committee meetings</li> <li>• Monthly Title I Staff meetings with ELA and math interventionists</li> <li>• Weekly Coffee with the Principal meetings</li> <li>• Monthly Department meetings</li> <li>• Monthly Dual Enrollment / College Programs meetings</li> <li>• ELAC meetings</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• PTF meetings</li> <li>• Community Advisory Council (CAC) meetings</li> <li>• Title I meetings</li> <li>• Weekly Saturday School</li> </ul> <p>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:</p> <p>ParentSquare  Monthly newsletter  School website  Email  Phone calls / voice message  Social media  Google Classroom</p>
School administrators	<p>In order to engage administrators as educational partners, MSA2 takes the following steps and includes the following systems/structures:</p> <p>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.</p> <p>Information/input sessions include Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on MSA2’s PTF and ELAC also serve as our Community Advisory Council (CAC) for LCAP. Along with ELAC, such</p>

Educational Partner(s)	Process for Engagement
	<p>committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input &amp; feedback from all critical stakeholders.</p> <p>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.</p> <p>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly PTF meetings, monthly CAC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.</p> <p>A majority of our administrator stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the parents for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and</p>

Educational Partner(s)	Process for Engagement
	<p>1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.</p> <p>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, CAC, and PTF meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.</p> <p>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:</p> <ul style="list-style-type: none"> <li>• Weekly Full Staff PD meetings</li> <li>• Monthly Grade Level meetings</li> <li>• Monthly SPED meetings</li> <li>• Weekly Admin meetings</li> <li>• Monthly MTSS SEL Committee meetings</li> <li>• Monthly PBIS Committee meetings</li> <li>• Monthly Student Council meetings</li> <li>• Monthly MTSS Academic Committee meetings</li> <li>• Weekly Leadership meetings with central office</li> <li>• Monthly Title I Staff meetings with ELA and math interventionists</li> <li>• Monthly Office Staff meetings</li> <li>• Weekly Coffee with the Principal meetings</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• Monthly Academic Administrator meetings with central office</li> <li>• Monthly Student Services Administrator meetings with central office</li> <li>• Monthly Principal meetings with central office</li> <li>• Monthly Department meetings</li> <li>• Monthly Dual Enrollment / College Programs meetings</li> <li>• ELAC meetings</li> <li>• PTF meetings</li> <li>• Community Advisory Council (CAC) meetings</li> <li>• Title I meetings</li> <li>• Weekly Saturday School</li> </ul> <p>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:</p> <p>ParentSquare  Monthly newsletter  School website  Email  Phone calls / voice message  Social media  Google Classroom  Illuminate  Google Forms  Panorama Education - survey  Home visits</p>
Other school personnel	<p>In order to engage other personnel as educational partners, MSA2 takes the following steps and includes the following systems/structures:</p> <p>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from other personnel through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, other</p>

Educational Partner(s)	Process for Engagement
	<p>school personnel are invited to be involved in the process of school review and improvement including the development of our annual LCAP.</p> <p>Information/input sessions which include other school personnel include Community Advisory Council (CAC) meetings, Coffee with the Principal meetings, Board of Directors meetings. Other school personnel on MSA2's Community Advisory Council (CAC) for LCAP planning. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for other school personnel and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input &amp; feedback from other school personnel.</p> <p>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.</p> <p>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly CAC meetings, numerous teacher activities/events including weekly Coffee with the Principal meetings on Fridays, Student Council meetings, SEL Committee meetings, and other meetings. The school conducted a staff experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.</p> <p>A majority of our other school personnel stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the other school personnel for school improvement who attend home visits. During the return from distance learning to in-person learning which took place</p>



Educational Partner(s)	Process for Engagement
	<p>from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.</p> <p>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide other school personnel with an opportunity to share their feedback with the school related to their education, as well as to share important information with other school personnel. We also continued to hold CAC meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with teacher journalist work.</p> <p>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:</p> <ul style="list-style-type: none"> <li>• Weekly Full Staff PD meetings</li> <li>• Monthly Grade Level meetings</li> <li>• Monthly SPED meetings</li> <li>• Monthly MTSS SEL Committee meetings</li> <li>• Monthly PBIS Committee meetings</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• Monthly Student Council meetings</li> <li>• Monthly MTSS Academic Committee meetings</li> <li>• Monthly Title I Staff meetings with ELA and math interventionists</li> <li>• Weekly Coffee with the Principal meetings</li> <li>• Monthly Department meetings</li> <li>• Monthly Dual Enrollment / College Programs meetings</li> <li>• ELAC meetings</li> <li>• Community Advisory Council (CAC) meetings</li> <li>• Title I meetings</li> <li>• Weekly Saturday School</li> </ul> <p>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:</p> <p>ParentSquare  Monthly newsletter  School website  Email  Phone calls / voice message  Social media  Google Classroom</p>
SELPA	<p>MPS Home office staff and MSA2 school administrators attend meetings led by SELPA as well as trainings. Further, SELPA is required to review and provide feedback to various submissions related to SPED students and more. As such, SELPA feedback is required to be incorporated into all official plans and submissions, where applicable, prior to finalizing and publishing public reports and official accountability documents related to MSA2 each year.</p>

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

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be

involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on MSA2's PTF and ELAC also serve as our Community Advisory Council (CAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly PTF meetings, monthly CAC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

A majority of our stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the parents for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.

In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, CAC, and PTF meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.

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

- Weekly Full Staff PD meetings

- Monthly Grade Level meetings
- Monthly SPED meetings
- Weekly Admin meetings
- Monthly MTSS SEL Committee meetings
- Monthly PBIS Committee meetings
- Monthly Student Council meetings
- Monthly MTSS Academic Committee meetings
- Weekly Leadership meetings with central office
- Monthly Title I Staff meetings with ELA and math interventionists
- Monthly Office Staff meetings
- Weekly Coffee with the Principal meetings
- Monthly Academic Administrator meetings with central office
- Monthly Student Services Administrator meetings with central office
- Monthly Principal meetings with central office
- Monthly Department meetings
- Monthly Dual Enrollment / College Programs meetings
- ELAC meetings
- PTF meetings
- Community Advisory Council (CAC) meetings
- Title I meetings
- Weekly Saturday School

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

ParentSquare  
 Monthly newsletter  
 School website  
 Email  
 Phone calls / voice message  
 Social media  
 Google Classroom  
 Illuminate  
 Google Forms  
 Panorama Education - survey  
 Home visits

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**SUGGESTIONS:**

Below are the suggestions for improvement that emerged from each survey type (student, family, staff) based on the provided responses:

Student Suggestions:

- Improved Food Quality
- Dress Code Flexibility
- Enhanced Facilities and Resources
- More Engaging and Effective Teaching

Family Suggestions:

- More Student Activities/Engagement Opportunities
- Better Student Supervision
- Enforce Consequences for Uniform Violations
- Address Bullying Incidents and Promote Kindness
- Reduce Reliance on Substitute Teachers
- Improve Main Office Communication and Cell Phone Usage Policies

Staff Suggestions:

- Improve Facilities and Resources
- Enhance School Culture and Cultural Awareness
- Ensure Equity and Consistency in Rule Adherence
- Enhance School-Wide Communication
- Provide Targeted Support for English Learners
- Reduce Class Sizes
- Manage Cell Phone Use for Better Learning Environments
- Revise Behavior Intervention Systems
- Offer Professional Development and Diversity Training

Patterns and Areas Needing Attention:

A common theme across all survey types is the desire for a more engaging and supportive learning environment. Facilities improvement, cultural awareness, equity, and effective communication are recurring themes across family and staff suggestions. Student suggestions primarily focus on food quality, dress code flexibility, facilities, and teaching methods. Areas needing close attention include addressing bullying, improving main office communication, reducing substitute teacher reliance, and enhancing behavior intervention systems. Gaps may exist in the areas of student supervision during lunch, enforcement of uniform policies, and technology usage policies. Overall, addressing these suggestions and areas of improvement would require a comprehensive approach that involves collaboration

among students, families, staff, and school leadership to create a positive and effective learning environment for everyone.

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#### NEXT STEPS:

While school culture, facilities, and communication were consistently emphasized across various responses, we will have an action plan to address the mentioned concerns:

Develop a designated assembly area for events like PBIS events and grade-level recognitions.

Collaborate closely with the student council to organize diverse events during and after school hours.

Enhance the PBIS reward system and RAD shop offerings by incorporating items that align with student interests, gathered through direct feedback.

Expand uniform options with varying materials and styles to provide students with more choices.

Partner with a vendor to offer branded merchandise such as Mustang hats, sweaters, and backpacks for purchase.

Enhance shading in the lunch area to create a more inviting and comfortable space for meals and breaks.

Introduce programs, workshops, and assemblies focusing on crucial topics like bullying prevention, cultural awareness, and drug prevention.

Establish a dedicated space serving as a staff and community hub.

Evaluate and refine communication protocols to ensure clear and accessible communication between the school and families.

Revise the bell schedule and supervision plans to enhance support and supervision during nutrition and lunch periods.

Incorporate more team-building activities to foster a stronger sense of community and collaboration.

Restructure professional development opportunities to assist teachers in improving classroom management and creating engaging and culturally relevant lessons.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 72.5%			2024-25: > 85%	
1.2	Percentage of students without access to their	2023-24: 0%			2026-27: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2026-27: 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 78%			2026-27: (Fall 2025 to Fall 2026) >= 80%	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.4%			2026-27: >= 95.0%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.



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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$29,750.00	No
1.2	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.	\$484,606.88	No

Action #	Title	Description	Total Funds	Contributing
		<p>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"> <li>• Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: \$22,909</li> </ul>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management</p>	\$2,320,739.51	No

Action #	Title	Description	Total Funds	Contributing
		<p>procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$34,000.00	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic</p>	\$1,286,316.25	No

Action #	Title	Description	Total Funds	Contributing
		<p>achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;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>		

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%			2026-27: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 78%			2026-27: >= 85%	
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 55%			2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 42.73%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged : 39.81%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 40.00%</li> <li>English Learners: &gt;= 5.00%</li> <li>Socioeconomically</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: 21.66%</li> <li>• Asian: *</li> <li>• Hispanic: 40.98%</li> <li>• White: 50.0%</li> </ul>			<ul style="list-style-type: none"> <li>• Disadvantaged: &gt;= 38.00%</li> <li>• Students with Disabilities: &gt;= 20.00%</li> <li>• Hispanic: &gt;= 39.00%</li> <li>• White: &gt;= 45.00%</li> </ul>	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 19.3 points below standard</li> <li>• English Learners: 83.5 points below standard</li> <li>• Socioeconomically Disadvantaged: 26.4 points below standard</li> <li>• Students with Disabilities: 65.5 points below standard</li> <li>• Asian: *</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 10.0 points below standard</li> <li>• English Learners: 70.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 17.0 points below standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic: 21.9 points below standard</li> </ul>			<ul style="list-style-type: none"> <li>Students with Disabilities: 56.0 points below standard</li> <li>Hispanic: 12.0 points below standard</li> <li>White: *</li> </ul>	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 46.9%</li> <li>English Learners: 40.0%</li> <li>Socioeconomically Disadvantaged: 48.1%</li> <li>Students with Disabilities: 41.9%</li> <li>Hispanic: 47.3%</li> <li>White: *</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: <math>\geq 50\%</math></li> <li>English Learners: <math>\geq 50\%</math></li> <li>Socioeconomically Disadvantaged: <math>\geq 50\%</math></li> <li>Students with Disabilities: <math>\geq 50\%</math></li> <li>Hispanic: <math>\geq 50\%</math></li> <li>White: <math>\geq 50\%</math></li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	<p>2023-24: (Fall to Spring)</p> <ul style="list-style-type: none"> <li>All Students: CGI: -0.40 (CGP: 34th percentile)</li> <li>English Learners: CGI: 0.60 (CGP: 73rd percentile)</li> <li>Socioeconomically Disadvantaged : CGI: -0.25 (CGP: 40th percentile)</li> <li>Students with Disabilities: CGI: -0.30 (CGP: 38th percentile)</li> <li>Hispanic: CGI: -0.38 (CGP: 35th percentile)</li> <li>White: *</li> </ul>			<p>2026-27: (Fall to Spring)</p> <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>English Learners: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>Socioeconomically Disadvantaged: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>Students with Disabilities: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>Hispanic: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					percentile ) <ul style="list-style-type: none"> <li>White: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> </ul>	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 25.66%</li> <li>English Learners: 2.44%</li> <li>Socioeconomically Disadvantaged : 22.73%</li> <li>Students with Disabilities: 13.33%</li> <li>Asian: *</li> <li>Hispanic: 25.0%</li> <li>White: 25.0%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 28.00%</li> <li>English Learners: &gt;= 7.00%</li> <li>Socioeconomically Disadvantaged: &gt;= 27.00%</li> <li>Students with Disabilities: &gt;= 15.00%</li> <li>Hispanic: &gt;= 28.00%</li> <li>White: &gt;= 28.00%</li> </ul>	
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 62.9 points</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>All Students:</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the CA School Dashboard (Source: CA School Dashboard)	below standard <ul style="list-style-type: none"> <li>• English Learners: 115.3 points below standard</li> <li>• Socioeconomically Disadvantaged : 70.9 points below standard</li> <li>• Students with Disabilities: 114.7 points below standard</li> <li>• Asian: *</li> <li>• Hispanic: 66.9 points below standard</li> <li>• White: 51.2 points below standard</li> </ul>			53.0 points below standard <ul style="list-style-type: none"> <li>• English Learners: 100.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 61.0 points below standard</li> <li>• Students with Disabilities: 100.0 points below standard</li> <li>• Hispanic: 57.0 points below standard</li> <li>• White: 42.0 points below standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 48.8%</li> <li>English Learners: 48.5%</li> <li>Socioeconomically Disadvantaged : 49.6%</li> <li>Students with Disabilities: 50.0%</li> <li>Hispanic: 49.9%</li> <li>White: *</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: <math>\geq 50\%</math></li> <li>English Learners: <math>\geq 50\%</math></li> <li>Socioeconomically Disadvantaged: <math>\geq 50\%</math></li> <li>Students with Disabilities: <math>\geq 50\%</math></li> <li>Hispanic: <math>\geq 50\%</math></li> <li>White: <math>\geq 50\%</math></li> </ul>	
2.11	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 0.51 (CGP: 69th percentile)</li> <li>English Learners: CGI: 0.67 (CGP: 75th percentile)</li> <li>Socioeconomically Disadvantaged : CGI: 0.51</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>English Learners: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th)</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(CGP: 69th percentile) <ul style="list-style-type: none"> <li>Students with Disabilities: CGI: 0.10 (CGP: 54th percentile)</li> <li>Hispanic: CGI: 0.53 (CGP: 70th percentile)</li> <li>White: *</li> </ul>			percentile ) <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> <li>Students with Disabilities: CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> <li>Hispanic: CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> <li>White: CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> </ul>	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance	2022-23: (2023 Dashboard) 60.0%			2025-26: (2026 Dashboard) >= 50.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)					
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 25.3%			2025-26: (CDE DataQuest) >= 10.0%	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 24.00%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged : 20.77%</li> <li>Students with Disabilities: 7.41%</li> <li>Hispanic: 20.61%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 25.00%</li> <li>English Learners: &gt;= 5.00%</li> <li>Socioeconomically Disadvantaged: &gt;= 22.00%</li> <li>Students with Disabilities: &gt;= 10.00%</li> <li>Hispanic: &gt;= 22.00%</li> <li>White: *</li> </ul>	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
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 standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	\$1,951,053.76	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Professional development - other expenses: Resource: Title II; Amount: \$25,500</li> <li>• Professional development - other expenses: Resource: Title IV, Part A ESEA (ESSA); Amount: \$4,500</li> </ul>	\$114,500.00	Yes



Action #	Title	Description	Total Funds	Contributing
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Professional Services: Resource: Title I; Amount: \$14,500</li> <li>• Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: \$6,180</li> <li>• Educational Software: Resource: Title I; Amount: \$45,444</li> <li>• Intervention Teacher &amp; Cert. Admin salary and benefits: Resource: Title I; Amount: \$108,395.47</li> </ul>	\$963,741.31	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Designated and integrated ELD programs and support for ELs	<p>Charter School will provide services to ELs, including newcomers and LTELs, 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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Professional Services: Resource: Title I; Amount: \$1,000</li> </ul>	\$1,000.00	Yes
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide	\$1,112,802.43	No

Action #	Title	Description	Total Funds	Contributing
		<p>assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 14%			2026-27: >= 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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)	2023-24: (As of 5/20/24) 100%			2026-27: >= 90%	
3.3	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)	2023-24: (As of 5/20/24) 99%			2026-27: >= 80%	
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 81.6%			2025-26: (2026 Dashboard) >= 55.0%	
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 74.47%			2025-26: >= 55.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 51.06%			2025-26: >= 35.00%	
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 84.6%			2025-26: >= 55.0%	
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 17.0%			2025-26: >= 55.0%	
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 59.2%			2025-26: (2026 Dashboard) >= 35.0%	
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (CDE DataQuest): 91.8%			2025-26: (2026 Dashboard) >= 90.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)					
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2025-26: (2026 Dashboard) >= 10.0%	
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2025-26: (2026 Dashboard) >= 10.0%	
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 2.1%			2025-26: (CDE DataQuest) >= 20.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)					
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 55.3%			2025-26: (CDE DataQuest) ≥ 30.0%	
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 47.7%			2026-27: ≥ 50.0%	
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%			2026-27: ≥ 90%	
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 82%			2026-27: ≥ 60%	
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 51.2%			Class of 2024: ≥ 60%	

## Goal Analysis [2023-24]

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

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

Not Applicable.



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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: Educational Software: 3010 Title I: \$500</p>	\$155,196.82	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and 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 STEM program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Educational Software: Resource: Title I; Amount: \$2,000</li> <li>• Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: \$2,490</li> </ul>	\$4,490.00	Yes
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their</p>	\$116,828.92	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.</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	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p>	\$238,321.70	Yes

Action #	Title	Description	Total Funds	Contributing
		<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	Additional programs and activities that support well-rounded education	<p>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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.</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>	\$615,391.13	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8			2026-27: >= 8	
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 4			2026-27: >= 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 45			2026-27: ≥ 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 4.4%			2026-27: ≥ 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.3%			2026-27: (P-2 ADA) ≥ 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 21.3%			2025-26: (2026 Dashboard) ≤ 20.0%	
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%			2026-27: ≤ 2.0%	
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) ≤ 2.0%	
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 95.9%			2025-26: (2026 Dashboard) ≥ 95.0%	
4.10	Student Suspension Rate (Source: CA	2022-23: (2023 Dashboard) 0.00%			2025-26: (2026 Dashboard) ≤ 2.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Dashboard, CALPADS)					
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) ≤ 0.50%	
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 100.0% Families: 100.0% Staff: 100.0%			2026-27: Students: ≥ 95.0% Families: ≥ 75.0% Staff: ≥ 95.0%	
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 57.0% Families: 90.0% Staff: 69.0%			2026-27: Students: ≥ 65% Families: ≥ 95% Staff: ≥ 80%	
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,	2023-24: Students: 65% Families: 95% Staff: 72%			2026-27: Students: ≥ 75% Families: ≥ 95% Staff: ≥ 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 86.46%			2026-27: (Spring 2026 to Fall 2026) >= 85%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions



Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	<p>Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses, technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$275.00	Yes
4.2	Building relationships and partnerships with families for student outcomes	<p>Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators</p>	\$373,958.20	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. 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 also support families to understand and exercise their legal rights and advocate for their own students and all students. 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> <ul style="list-style-type: none"> <li>• Professional Services: Resource: Title I; Amount: \$17,500</li> <li>• Teacher Salary and Benefits: Resource: Title I; Amount: \$12,105</li> </ul>		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as	\$897,212.38	Yes

Action #	Title	Description	Total Funds	Contributing
		<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 SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</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 expenses, 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"> <li>• Non-Instructional Student Supplies: Resource: Title III (Imm. Ed.); Amount: \$2,866</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Instructional Materials and Supplies: Resource: Title I; Amount: \$3,738</li> <li>• Salary and benefits: Resource: Title I, Part A; Amount: \$44,954</li> </ul>		
4.4	Annual educational partner surveys	<p>Charter School will annually administer school experience surveys to students, families, 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 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: 5800 Professional Services - 3010 Title I: \$2,200</p>	\$2,200.00	Yes
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p>	\$365,542.89	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Community Schools Coordinator 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>		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,270,993	\$162,442

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.593%	11.916%	\$581,958.47	39.509%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Healthy and nutritious meals</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There</p>	<p>MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is a need to provide all our students with healthy and nutritious meals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary</p>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	<p><b>Action:</b> Professional development for high-quality instruction</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.</p>	<p>standard on the CAASPP- ELA/Literacy assessments (Source: CDE DataQuest)</p> <ul style="list-style-type: none"> <li>• Distance from Standard (DFS) on the CAASPP- ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.3</b></p>	<p><b>Action:</b> MTSS - Academic enrichment, intervention, and student support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.</p>	<p>TeachBoost/SchoolMint Grow)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.4</b></p>	<p><b>Action:</b> Designated and integrated ELD programs and support for ELs</p> <p><b>Need:</b></p>	<p>Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD</p>	<p>Goal 2: For all students, but particularly for the EL and LTEL student groups:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated</p>	<ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.</p>	<p>(Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)</li> </ul>
<p><b>3.1</b></p>	<p><b>Action:</b> College/Career readiness programs and activities</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</li> <li>Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>Percentage of seniors who have passed an AP exam with a score of 3 or</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.</p>	<p>higher during their high school years (Source: College Board)</p> <ul style="list-style-type: none"> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college</li> </ul>

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			<p>(Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul>
<p><b>3.2</b></p>	<p><b>Action:</b> STEM and GATE programs</p> <p><b>Need:</b> Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)</li> <li>• 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)</li> <li>• Percentage of students who have created or demonstrated a STEAM focused</li> </ul>

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		<p>through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.</p>	<p>project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Digital literacy and citizenship programs</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.</p>	<p>With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>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)</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>	<p>model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.</p>	
<p><b>3.4</b></p>	<p><b>Action:</b> Physical education, activity, and fitness</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.</p> <p><b>Scope:</b></p>	<p>MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall</li> </ul>



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	LEA-wide	students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	<p><b>Action:</b> Additional programs and activities that support well-rounded education</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem</p>	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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the</li> </ul>

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	<p>solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)</li> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates</li> </ul>

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			<p>who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both</li> </ul>

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			<p>types of courses:            courses that satisfy the requirements for entrance to the UC/CSU and            courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks            (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li> </ul>

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			<p>climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
4.1	<b>Action:</b> Seeking family input for decision-making	Considering the needs of our unduplicated students and their families, Charter School will	Goal 4:

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	<p><b>Need:</b> It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.</p> <p><b>Scope:</b> LEA-wide</p>	<p>hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for</p>	<ul style="list-style-type: none"> <li>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

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		<p>Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.2</b></p>	<p><b>Action:</b> Building relationships and partnerships with families for student outcomes</p> <p><b>Need:</b> Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the</p>	<p>In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Number of activities/events for parent involvement per year (Source:</li> </ul>



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	<p>cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student</p>	<p>Local Indicator Priority 3)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</li> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA</li> </ul>

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		<p>learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates"</li> </ul>

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			<p>based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>4.3</b></p>	<p><b>Action:</b> MTSS - PBIS and SEL support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence,</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills 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</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following</li> </ul>

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		<p>enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>4.4</b></p>	<p><b>Action:</b> Annual educational partner surveys</p> <p><b>Need:</b> It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education.</p>	<p>Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.5</b></p>	<p><b>Action:</b> Community outreach and partnerships</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>accepted to a 4-year college (Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates" based on the</li> </ul>

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

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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**Additional Concentration Grant Funding**

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

Similar to the current academic year, MSA-2 will utilize the concentration grant add-on funds (\$162,442) in the following manner:

MSA-2 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$8,230,431	\$2,270,993	27.593%	11.916%	39.509%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,304,657.25	\$2,144,425.62	\$146,790.00	\$472,054.31	\$11,067,927.18	\$6,031,216.84	\$5,036,710.34

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	\$0.00	\$29,750.00	\$29,750.00				\$29,750.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	\$130,291.99	\$354,314.89	\$437,099.88	\$24,598.00		\$22,909.00	\$484,606.88	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	\$192,730.15	\$2,128,009.36	\$2,320,739.51				\$2,320,739.51	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$34,000.00	\$34,000.00				\$34,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	\$0.00	\$1,286,316.25	\$1,275,846.25	\$10,470.00			\$1,286,316.25	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	\$1,798,053.76	\$153,000.00	\$1,864,839.52	\$86,214.24			\$1,951,053.76	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$114,500.00	\$13,500.00	\$71,000.00		\$30,000.00	\$114,500.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$844,509.59	\$119,231.72	\$600,409.84	\$188,812.00		\$174,519.47	\$963,741.31	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$1,000.00				\$1,000.00	\$1,000.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$1,002,922.48	\$109,879.95	\$107,538.46	\$943,305.22		\$61,958.75	\$1,112,802.43	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$144,696.82	\$10,500.00	\$64,212.13	\$90,484.69		\$500.00	\$155,196.82	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$4,490.00				\$4,490.00	\$4,490.00	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$116,828.92	\$0.00	\$116,828.92				\$116,828.92	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$117,531.70	\$120,790.00	\$121,531.70		\$116,790.00		\$238,321.70	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$208,757.41	\$406,633.72	\$253,639.83	\$331,751.30	\$30,000.00		\$615,391.13	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$275.00	\$275.00				\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$337,838.20	\$36,120.00	\$332,248.20	\$12,105.00		\$29,605.00	\$373,958.20	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$864,870.38	\$32,342.00	\$682,198.01	\$163,455.77		\$51,558.60	\$897,212.38	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,200.00				\$2,200.00	\$2,200.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$272,185.44	\$93,357.45	\$50,000.00	\$222,229.40		\$93,313.49	\$365,542.89	



# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$8,230,431	\$2,270,993	27.593%	11.916%	39.509%	\$2,268,843.63	0.000%	27.567 %	<b>Total:</b>	\$2,268,843.63
								<b>LEA-wide Total:</b>	\$2,268,843.63
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$34,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,500.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,409.84	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,212.13	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$116,828.92	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$121,531.70	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$253,639.83	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$332,248.20	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$682,198.01	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$10,626,292.00	\$10,484,598.14

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$29,750	\$29,750
1	1.2	Instructional materials and technology	No	\$528,190	\$528,190
1	1.3	Clean and safe facilities that support learning	No	\$2,243,244	\$2,243,243
1	1.4	Healthy and nutritious meals	Yes	\$39,000.00	\$39,000.00
1	1.5	Well-orchestrated Home Office support services	No	\$1,376,394	\$1,376,394
2	2.1	Broad course of study and standards-based curriculum	No	\$1,927,089	\$1,900,384.07
2	2.2	Professional development for high-quality instruction	Yes	\$114,500	\$114,500.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$927,962	\$877,363.53
2	2.4	Designated and integrated ELD programs	Yes	\$1,000.00	\$1,000.00
2	2.5	Support for students with disabilities	No	\$1,040,068	\$980,067.51
3	3.1	College/Career readiness programs and activities	Yes	\$155,826	\$155,826.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEAM and GATE programs	Yes	\$4,491.00	\$4,491.00
3	3.3	Digital literacy and citizenship programs	Yes	\$128,147	\$121,643.33
3	3.4	Physical education, activity, and fitness	Yes	\$229,755	\$227,556.65
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$586,285	\$583,311.35
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$385,241	\$376,240.73
4	4.3	MTSS - PBIS and SEL support	Yes	\$635,239	\$635,239.48
4	4.4	Annual educational partner surveys	Yes	\$2,200	\$2,200.00
4	4.5	Community outreach and partnerships	Yes	\$271,911	\$288,197.05

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,050,302	\$1,369,172.78	\$1,468,343.53	(\$99,170.75)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$39,000.00	\$39,000		
2	2.2	Professional development for high-quality instruction	Yes	\$13,500.00	\$13,500		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$200,439.48	\$310,227.71		
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	\$98,581.79	\$10,000		
3	3.2	STEAM and GATE programs	Yes	\$1.00	\$1.00		
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.4	Physical education, activity, and fitness	Yes	\$121,654.04	\$32,000		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$208,414.81	\$105,000		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$391,415.23	\$334,530.73		
4	4.3	MTSS - PBIS and SEL support	Yes	\$243,966.43	\$510,816.52		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual educational partner surveys	Yes	\$2,200.00			
4	4.5	Community outreach and partnerships	Yes	\$50,000.00	\$113,267.57		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,883,809	\$2,050,302	0.00%	41.982%	\$1,468,343.53	0.000%	30.066%	\$581,958.47	11.916%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC



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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.



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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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



**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.



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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-3

CDS Code: 19-10199-0115030

School Year: 2024-25

LEA contact information:

Zekeriya Ocel

Principal

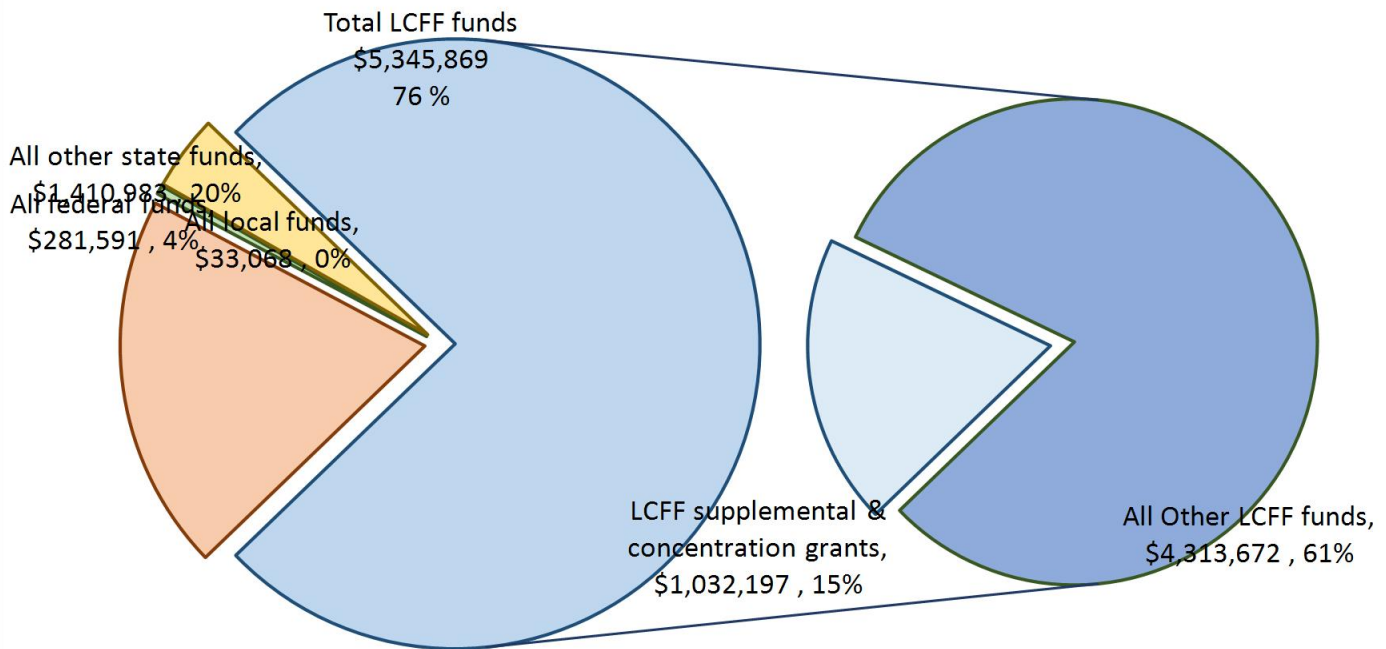
zocel@magnoliapublicschools.org

(310) 637-3806

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

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

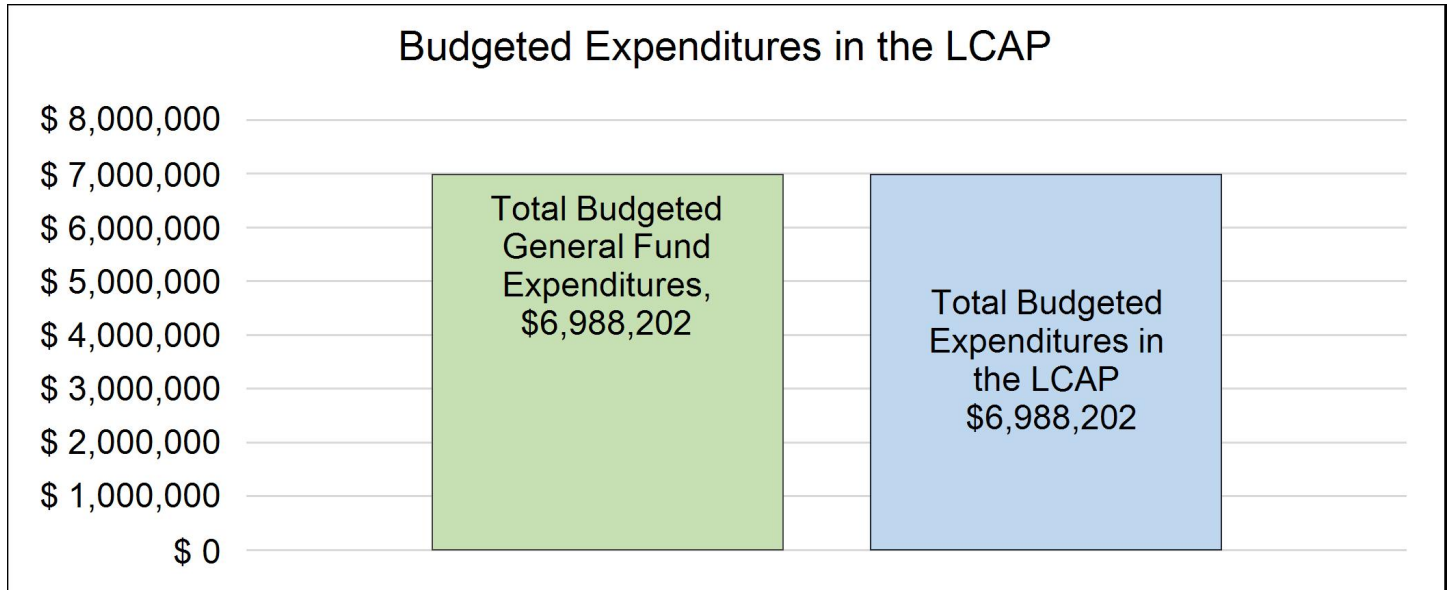


This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-3 is \$7,071,511, of which \$5,345,869 is Local Control Funding Formula (LCFF), \$1,410,983 is other state funds, \$33,068 is local funds, and \$281,591 is federal funds. Of the \$5,345,869 in LCFF Funds, \$1,032,197 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-3 plans to spend \$6,988,201.58 for the 2024-25 school year. Of that amount, \$6,988,201.58 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

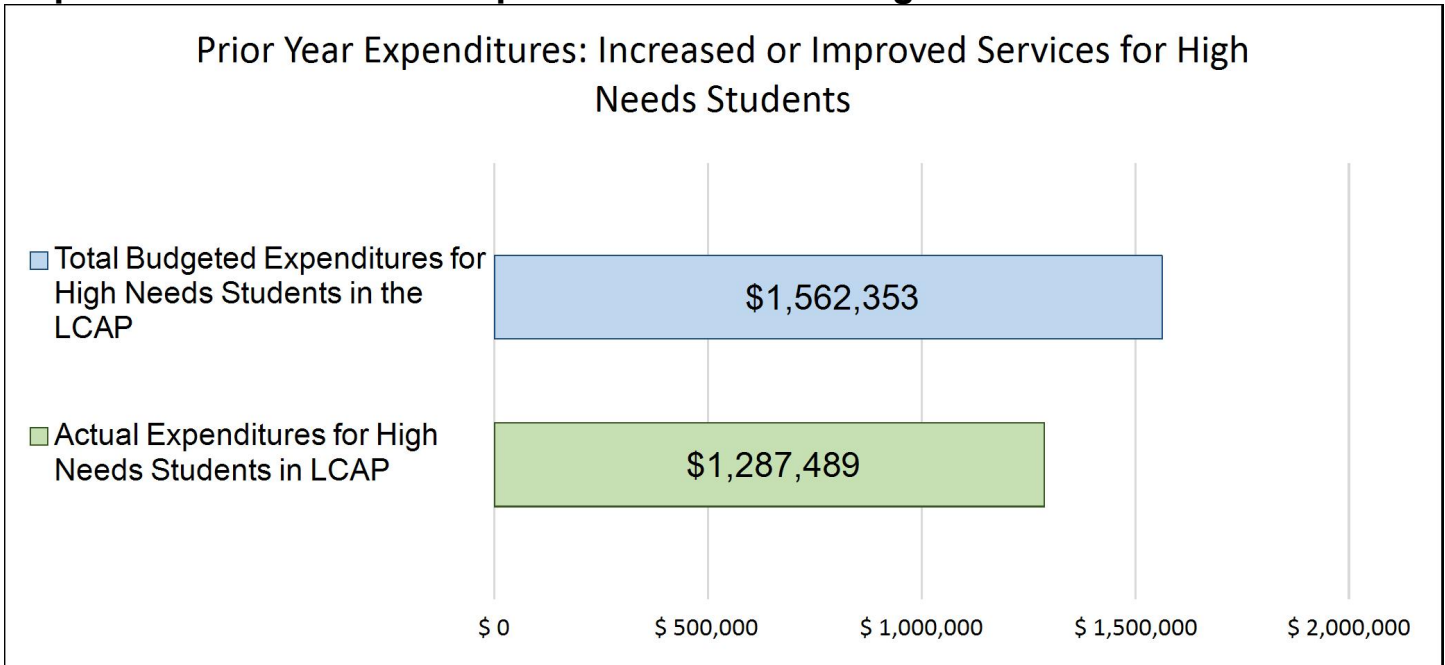
N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-3 is projecting it will receive \$1,032,197 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-3 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-3 plans to spend \$1,546,695.37 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Magnolia Science Academy-3 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-3's LCAP budgeted \$1,562,353.28 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent \$1,287,489.44 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-274,863.8,400,000,001 had the following impact on Magnolia Science Academy-3's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 3 used state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 3	2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	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”	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)					
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%

## Goal Analysis

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

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

MSA-3's teacher retention rate has improved by approximately 6% from the previous year (2022-2023). However, it remains significantly lower than the rates in the 2021-2022 and 2020-2021 school years. One of our main challenges is finding qualified teachers. Consequently, we have increasingly relied on teachers with permits or waivers. These teachers require additional training and support to prevent burnout, which, in turn, demands more administrative time for coaching and support.

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

Goal 1 Action 1  
Budgeted: \$25,970  
Actual: \$25,970

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2

Budgeted: \$527,813

Actual: \$529,283

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3

Budgeted: \$589,897

Actual: \$601,367

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4

Budgeted: \$18,020

Actual: \$18,020

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5

Budgeted: \$934,229

Actual: \$934,229

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Misassignments and Teacher Vacancies: Despite having no misassignments or vacant teacher positions in the first three years, the 2023-24 year saw 3 instances. This deviation indicates a need for further attention in ensuring fully credentialed teachers are available.

Access to Instructional Materials: This goal was consistently met with 0% of students without access to instructional materials throughout all years, including the target for 2023-24.

Facilities Maintenance: The goal of maintaining facilities to meet the "good repair" standard was successfully achieved with no instances reported across all years.

Teacher Retention Rate: There was a noticeable decline in teacher retention from 83% in 2020-21 to 68% in 2022-23, with a slight improvement to 74% in 2023-24, still below the target of 85%. This suggests challenges in retaining qualified teachers.

Teacher Attendance Rate: The attendance rate declined from 98.5% in 2020-21 to 93.7% in 2023-24, not meeting the target of 96%.

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

MSA-3 will address the misassignments and teacher vacancies by enhancing recruitment strategies.

MSA-3 will implement measures to improve teacher retention and attendance, possibly through additional support and professional development to reduce burnout.

MSA-3 will continue the success in providing students with access to instructional materials and maintaining facilities in good repair.

The analysis reveals that while Magnolia Science Academy-3 met several targets related to providing high-quality learning environments, there are areas, particularly in teacher retention and attendance, that require focused efforts to improve. The consistent achievement in providing instructional materials and maintaining facilities demonstrates strong foundational support for academic success. The deviations in misassignments and vacancies in the latest year call for strategic adjustments to ensure all educational staff meet the required credentials

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local 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 5/24/24) 85%	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	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/20/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 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 5/24/24) 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) 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	This metric has been retired. We are exploring the "Average Grade Level	2023-24: 70.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	Equivalent Growth from fall 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)	<p>2018-19:</p> <ul style="list-style-type: none"> <li>All Students: 35.67%</li> <li>English Learners: 5.88%</li> <li>Socioeconomically Disadvantaged: 39.75%</li> <li>Students with Disabilities: ?%</li> <li>African American: 31.65%</li> <li>Hispanic: 39.74%</li> </ul>	<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>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 33.18%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 33.13%</li> <li>Students with Disabilities: 5.88%</li> <li>African American: 25.3%</li> <li>Hispanic: 37.29%</li> </ul> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 32.66%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 33.08%</li> <li>Students with Disabilities: 17.39%</li> <li>African American: 29.49%</li> <li>Asian: *</li> <li>Hispanic: 32.74%</li> <li>White: *</li> </ul> <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 38.34%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 39.00%</li> <li>English Learners: 12.00%</li> <li>Socioeconomically Disadvantaged: 42.00%</li> <li>Students with Disabilities: 12.00%</li> <li>African American: 37.0%</li> <li>Hispanic: 42.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>All Students: 38.55%</li> <li>English Learners: 0.00%</li> <li>Students with Disabilities: 13.33%</li> <li>Hispanic: 44.00%</li> <li>White: 66.67%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 39.50%</li> </ul>	<p>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"> <li>All Students: 40.31%</li> <li>English Learners: 0.00%</li> <li>Students with Disabilities: 20.83%</li> <li>Hispanic: 39.64%</li> <li>White: 0.00%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 39.92%</li> </ul>		
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"> <li>All Students: 40.6 points below standard</li> <li>English Learners:</li> </ul>	<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>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 43.5 points below standard</li> <li>English Learners:</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 40.2 points below standard</li> <li>English Learners:</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 34.0 points below standard</li> <li>English Learners:</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>87.6 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 37.4 points below standard</li> <li>Students with Disabilities: 139.3 points below standard</li> <li>Homeless: 31.9 points below standard</li> <li>African American: 47.6 points below standard</li> <li>Hispanic: 34.1 points below standard</li> </ul>	<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"> <li>All Students: 60.1%</li> <li>English Learners: 76.9%</li> <li>Students with Disabilities: 50.0%</li> <li>Hispanic: 65.0%</li> <li>White: N/A</li> </ul>	<p>95.7 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 47.5 points below standard</li> <li>Students with Disabilities: 128.1 points below standard</li> <li>African American: 70.0 points above standard</li> <li>Hispanic: 32.4 points below standard</li> </ul>	<p>117.8 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 41.8 points below standard</li> <li>Students with Disabilities: 119.4 points below standard</li> <li>African American: 37.9 points below standard</li> <li>Hispanic: 47.6 points below standard</li> <li>White: *</li> </ul>	<p>76.0 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 30.0 points below standard</li> <li>Students with Disabilities: 100.0 points below standard</li> <li>Homeless: 24.0 points below standard</li> <li>African American: 40.0 points below standard</li> <li>Hispanic: 27.0 points below standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 50.2%</li> <li>English Learners: 60.0%</li> </ul>	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 60.1%</li> </ul>	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 58.5%</li> </ul>	<p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 61.3%</li> </ul>	<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 60.0%</li> <li>English Learners: 60.0%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 49.1%</li> <li>Students with Disabilities: 59.4%</li> <li>African American: 50.0%</li> <li>Hispanic: 50.9%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 76.9%</li> <li>Socioeconomically Disadvantaged: 60.0%</li> <li>Students with Disabilities: 50.0%</li> <li>African American: 51.4%</li> <li>Hispanic: 65.0%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 60.00%</li> <li>Socioeconomically Disadvantaged: 56.2%</li> <li>Students with Disabilities: 60.00%</li> <li>African American: 62.3%</li> <li>Hispanic: 56.1%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 69.2%</li> <li>Socioeconomically Disadvantaged: 66.2%</li> <li>Students with Disabilities: 48.8%</li> <li>Hispanic: 65.0%</li> <li>African American: 53.8%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 60.0%</li> <li>Students with Disabilities: 60.0%</li> <li>African American: 60.0%</li> <li>Hispanic: 60.0%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 17.37%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 18.89%</li> <li>Students with Disabilities: 0.00%</li> <li>African American: 12.03%</li> <li>Hispanic: 21.16%</li> </ul>	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	2021-22: <ul style="list-style-type: none"> <li>All Students: 18.44%</li> <li>English Learners: 7.69%</li> <li>Socioeconomically Disadvantaged: 18.56%</li> <li>Students with Disabilities: 11.11%</li> <li>African American: 12.64%</li> <li>Hispanic: 21.85%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 8.50%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 10.45%</li> <li>Students with Disabilities: 0.00%</li> <li>African American: 6.41%</li> <li>Hispanic: 9.64%</li> <li>White: *</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 25.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 25.00%</li> <li>Students with Disabilities: 15.00%</li> <li>African American: 18.00%</li> <li>Hispanic: 25.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>CAASPP- Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> <li>• All Students: 15.00%</li> <li>• English Learners: 0.00%</li> <li>• Students with Disabilities: 0.00%</li> <li>• Hispanic: 17.70%</li> <li>• White: 33.33%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>• All Students: 44.13%</li> </ul>	<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"> <li>• All Students: 17.35%</li> <li>• English Learners: 14.29%</li> <li>• Students with Disabilities: 0.00%</li> <li>• Hispanic: 20.00%</li> <li>• White: 0.00%</li> </ul> <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p>	<p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>• All Students: 43.55%</li> </ul>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> <li>All Students: 47.41%</li> </ul>		
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"> <li>All Students: 89.6 points below standard</li> <li>English Learners: 129.5 points below standard</li> <li>Socioeconomically Disadvantaged: 87.1 points below standard</li> <li>Students with Disabilities: 184.4 points below standard</li> <li>Homeless: 86.0 points below standard</li> <li>African American: 99.8 points below standard</li> <li>Hispanic: 81.0 points</li> </ul>	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"> <li>All Students: 60.7%</li> <li>English Learners: 50.0%</li> </ul>	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> <li>All Students: 86.9 points below standard</li> <li>English Learners: 103.9 points below standard</li> <li>Socioeconomically Disadvantaged: 88.1 points below standard</li> <li>Students with Disabilities: 133.1 points below standard</li> <li>African American: 112.2 points below standard</li> <li>Hispanic: 74.3 points below standard</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 109.5 points below standard</li> <li>English Learners: 156.8 points below standard</li> <li>Socioeconomically Disadvantaged: 106.8 points below standard</li> <li>Students with Disabilities: 175.1 points below standard</li> <li>African American: 120.7 points below standard</li> <li>Hispanic: 104.2 points below standard</li> <li>White: *</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 81.0 points below standard</li> <li>English Learners: 110.0 points below standard</li> <li>Socioeconomically Disadvantaged: 79.0 points below standard</li> <li>Students with Disabilities: 125.0 points below standard</li> <li>Homeless: 79.0 points below standard</li> <li>African American: 90.0 points below standard</li> <li>Hispanic: 73.0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard	<ul style="list-style-type: none"> <li>Students with Disabilities: 65.0%</li> <li>Hispanic: 64.4%</li> <li>White: N/A</li> </ul>			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"> <li>All Students: 49.5%</li> <li>English Learners: 50.0%</li> <li>Socioeconomically Disadvantaged: 48.0%</li> <li>Students with Disabilities: 33.3%</li> <li>African American: 43.8%</li> <li>Hispanic: 53.3%</li> </ul>	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 60.7%</li> <li>English Learners: 50.0%</li> <li>Socioeconomically Disadvantaged: 61.2%</li> <li>Students with Disabilities: 65.0%</li> <li>African American: 52.2%</li> <li>Hispanic: 64.4%</li> </ul>	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 63.1%</li> <li>English Learners: 58.8%</li> <li>Socioeconomically Disadvantaged: 63.4%</li> <li>Students with Disabilities: 65.6%</li> <li>African American: 62.5%</li> <li>Hispanic: 63.1%</li> </ul>	Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 55.4%</li> <li>English Learners: 64.3%</li> <li>Socioeconomically Disadvantaged: 57.6%</li> <li>Students with Disabilities: 58.5%</li> <li>African American: 46.2%</li> <li>Hispanic: 61.8%</li> </ul>	2023-24: <ul style="list-style-type: none"> <li>All Students: 60.0%</li> <li>English Learners: 60.0%</li> <li>Socioeconomically Disadvantaged: 60.0%</li> <li>Students with Disabilities: 60.0%</li> <li>African American: 60.0%</li> <li>Hispanic: 60.0%</li> </ul>
Percentage of ELs who increased at least one English Learner Progress Indicator	2018-19: (2019 Dashboard) 60.9%	2021 Dashboard ELPI data is not available. The following are the 2022 summative	2021-22: (2022 Dashboard) 63.6%	2022-23: (2023 Dashboard) 68.0%	2022-23: (2023 Dashboard) 62.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)		<p>ELPAC results by level.</p> <p>2022 ELPAC Percentage of Students at Each Performance Level:</p> <ul style="list-style-type: none"> <li>• Level 4: 16.6%</li> <li>• Level 3: 50%</li> <li>• Level 3: 8%</li> <li>• Level 1: 25%</li> </ul>			
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0%	<p>2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.</p> <p>2021 ELPAC Percentage of Students Level 4: 16.6%</p>	<p>2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.</p> <p>2022 ELPAC Percentage of Students Level 4: 16.00%</p>	<p>2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.</p> <p>2023 ELPAC Percentage of Students Level 4: 17.86%</p>	2023-24: 10.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>2018-19:</p> <ul style="list-style-type: none"> <li>• All Students: 10.05%</li> <li>• Socioeconomically Disadvantaged: 12.69%</li> </ul>	<p>CAST assessments were waived during the 2019-20 and 2020-21 school years.</p>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>• All Students: 14.91%</li> <li>• English Learners: 7.14%</li> <li>• Socioeconomically</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>• All Students: 8.08%</li> <li>• English Learners: *</li> <li>• Socioeconomically Disadvantaged: 8.82%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>• All Students: 16.00%</li> <li>• Socioeconomically Disadvantaged: 16.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• Students with Disabilities: 0.00%</li> <li>• African American: 10.53%</li> <li>• Hispanic: 8.25%</li> </ul>		<ul style="list-style-type: none"> <li>• Disadvantaged: 14.84%</li> <li>• Students with Disabilities: 14.29%</li> <li>• African American: 9.80%</li> <li>• Hispanic: 17.82%</li> </ul>	<ul style="list-style-type: none"> <li>• Students with Disabilities: 0.00%</li> <li>• Hispanic: 13.79%</li> <li>• African American: 0.00%</li> </ul>	<ul style="list-style-type: none"> <li>• Students with Disabilities: 10.00%</li> <li>• African American: 16.0%</li> <li>• Hispanic: 16.0%</li> </ul>

## Goal Analysis

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

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

MSA-3 effectively supported student groups in Math and ELA. We strategically assigned teachers to support all students, with a focus on those with IEPs and English Language Learners. Initial test results indicate promising improvements in both Math and ELA.

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

### Goal 2 Action 1

Budgeted: \$1,826,594

Actual: \$1,819,164

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

### Goal 2 Action 2

Budgeted: \$47,183

Actual: \$47,183

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3

Budgeted: \$701,622

Actual: \$658,234

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4

Budgeted: \$122,288

Actual: \$122,288

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5

Budgeted: \$815,927

Actual: \$782,747

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effectiveness of Specific Actions

Percentage of programs and services provided to students:

Analysis: The effectiveness of this action showed variability, with a drop in Year 2 but a recovery in Year 3. While there was an increase initially, the drop indicates some challenges in maintaining consistent program delivery, possibly due to changes in student needs or interest.

Percentage of students with access to programs and services for unduplicated students and individuals with exceptional needs:

Analysis: This action was highly effective, maintaining full access across the three years, indicating strong support and consistency for students with unique needs.

State standards implementation for all students:

Analysis: This action was effective in ensuring all students received instruction aligned with state standards, reflecting strong adherence to educational guidelines.

Completion of classroom observations by administration:

Analysis: The effectiveness was mixed, with significant improvement from Year 1 to Year 2 but a decline in Year 3. This indicates variability in administrative capacity or focus on classroom monitoring.

Percentage of students receiving a grade of "C" or better:

Analysis: This action was effective as the percentage consistently hovered around the desired outcome, showing stable academic performance.

Average Lexile Growth:

Analysis: The decline in Lexile growth led to retiring the metric in favor of a potentially more accurate measure, indicating the original action was less effective.

Percentage of students meeting or exceeding standard on CAASPP-ELA/Literacy:

Analysis: Initial improvements were noted, but overall performance showed variability, suggesting partial effectiveness with room for targeted interventions.

Distance from Standard on CAASPP-ELA/Literacy:

Analysis: Gradual improvements were noted, reflecting moderate effectiveness in closing the achievement gap.

Summary of Effectiveness

Overall, the actions taken under Goal #2 showed varying degrees of effectiveness. Programs and services for unduplicated students and adherence to state standards were consistently effective. However, classroom observations and Lexile growth exhibited fluctuations, indicating areas needing further support and refinement. Academic performance, as measured by grades and standardized tests, showed stability but highlighted the need for ongoing targeted interventions to achieve desired outcomes fully.

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

Recommendations for Improvement

Enhance administrative support for classroom observations to ensure consistent monitoring and feedback.

Develop new metrics for assessing literacy growth that more accurately reflect student progress.

Continue targeted academic support programs to maintain and improve student performance on standardized tests and grade achievements.

The analysis highlights the areas of success and the need for continued focus on refining and enhancing specific actions to achieve excellence in academic progress fully.



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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 38.2%	2021 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	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-	2022-23: 48.0%  IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> <li>Grade 11 Students: 46.36%</li> </ul>	2022-23: 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 52.50%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 60.83%</li> </ul>	<p>ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 44.68%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 49.12%</li> </ul>		
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 25.49%	<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</p>	<p>2021-22: 19.61%</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</p>	<p>2022-23: 12.00%</p> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 56.82%</li> </ul>	2022-23: 35.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 26.67%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 72.54%</li> </ul>	<p>CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 34.04%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 68.67%</li> </ul>		
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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 15.6%	2021-22: (As of 5/13/22) 28%	2021-22: (2022 Dashboard) 26.5%  2022-23: (As of 5/12/23) 14.3%	2022-23: (As of 5/20/24) 34.0%	2022-23: (2023 Dashboard) 30.0%
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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 27.3%	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%	2023-24: (As of 5/20/24) 68.0%	2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%	2021-22: (As of 5/13/22) 78%	2022-23: (As of 5/12/23) 57.0%	2023-24: (As of 5/20/24) 55.0%	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: 54.7%	Class of 2021: 77.3%	Class of 2021: 75.0%
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) 6%	2021-22: (As of 5/13/22) 4%	2022-23: (As of 5/12/23) 10%	2023-24: (As of 5/20/24) 9%	2023-24: 10%
Percentage of students in the current graduating class who have taken a	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 5/20/24) 94%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 70%	2021-22: (As of 5/13/22) 72%	2022-23: (As of 5/12/23) 90%	2023-24: (As of 5/20/24) 99%	2023-24: 100%

## Goal Analysis

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

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

We have transitioned from AP classes to dual enrollment courses to alleviate testing stress on students. Historically, our students found AP tests challenging and stressful. Dual enrollment offers more opportunities by eliminating testing anxiety. As of the 2022-2023 school year, we offered 15 dual enrollment courses. However, since AP courses are still required for LCAP purposes, we plan to adopt AP Spanish for our students in the 2024-2025 school year.

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

Goal 3 Action 1  
Budgeted: \$138,666  
Actual: \$138,666

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2

Budgeted: \$0

Actual: \$0

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3

Budgeted: \$103,712

Actual: \$103,712

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4

Budgeted: \$149,402

Actual: \$157,402

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5

Budgeted: \$473,530

Actual: \$473,530

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effectiveness of Specific Actions

Percentage of students earning "Prepared" on the College Career Indicator (CCI):

Analysis: There was notable progress in Year 1, followed by a drop in Year 2. Year 3 showed a slight improvement but still fell short of the desired outcome. This indicates partial effectiveness, with initial actions yielding better results than later years.

Percentage of Grade 11 students meeting or exceeding standard on CAASPP-ELA/Literacy:



Analysis: The effectiveness of this action was mixed. There was a slight increase in Year 1 but a decline in subsequent years, indicating challenges in sustaining progress.

Percentage of Grade 11 students meeting or exceeding standard on CAASPP-Mathematics:

Analysis: The action showed a significant improvement in Year 3, surpassing the desired outcome. Initial years showed a decline, but the sharp increase in Year 3 suggests effective adjustments in instructional strategies.

Percentage of AP exam takers scoring 3 or higher:

Analysis: There was a decline over the three years, indicating the action was ineffective. The shift to dual enrollment courses might have impacted AP performance negatively.

Percentage of seniors passing an AP exam with a score of 3 or higher during high school:

Analysis: The effectiveness was mixed, with a significant increase in Year 2 but a drop in Year 3. The transition to dual enrollment might have contributed to the inconsistent results.

Percentage of seniors completing college coursework with a grade of C- or better:

Analysis: This action showed some initial effectiveness but faced challenges in maintaining the upward trend, indicating partial success.

Percentage of cohort graduates meeting UC/CSU requirements:

Analysis: The action was effective, consistently meeting or exceeding the desired outcome, reflecting strong college readiness support.

Percentage of cohort graduates earning a Seal of Biliteracy:

Analysis: The effectiveness was low, with a significant decline from the baseline, indicating the need for enhanced language support programs.

Percentage of cohort graduates earning a Golden State Seal Merit Diploma:

Analysis: The action was effective, consistently surpassing the desired outcome, indicating strong performance in multiple academic areas.

#### Summary of Effectiveness

Overall, the actions taken under Goal #3 showed varying degrees of effectiveness. Notable successes were seen in the percentage of graduates meeting UC/CSU requirements and earning the Golden State Seal Merit Diploma, indicating strong academic preparation. However, challenges were evident in maintaining consistent improvements in AP performance and completion of college coursework.

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

#### Recommendations for Improvement

Enhance support for AP and dual enrollment courses to balance performance across both metrics.  
Increase focus on language programs to improve Seal of Biliteracy attainment.  
Continue successful strategies for UC/CSU requirement fulfillment and Golden State Seal Merit Diploma achievements.  
The analysis highlights the strengths and areas needing further refinement in the innovative educational approaches at Magnolia Science Academy-3.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2	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) 3	2023-24: (As of 5/20/24) 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) 7	2021-22: (As of 5/13/22) 6	2022-23: (As of 5/12/23) 8	2023-24: (As of 5/20/24) 7	2023-24: 8
Number of activities/events for parent involvement per year (Source:	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 5/20/24) 22	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 6/14/24) 4	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 10.9%	2021-22: (As of 5/13/22) 14.7%	2022-23: (As of 5/12/23) 12.9%	2023-24: (As of 5/20/24) 13.6%	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-2 ADA) 91.95%	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 5/31/24) 25.3%	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) 0.00%	2023-24: (As of 6/3/24) 2.5%	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:	2022-23: (CDE DataQuest) 2.0%	2022-23: (CDE DataQuest) 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			0.00%	2023-24: (As of 6/3/24) 6.3%	
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 5/31/24) 2.2%	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 5/31/24) 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%	2023-24: Students: 98.4% Families: 70.5% Staff: 100.0%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	2023-24: Students: 63.0% Families: 96.0% Staff: 74.0%	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%

## Goal Analysis

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

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

MSA-3 has performed exceptionally well in several goal areas. Chronic absenteeism decreased from 33.9% to approximately 17.6% by the end of the first semester. The suspension rate dropped from 6.8% to 1.2% in the same period. Additionally, the student retention rate reached 85.5%, the highest in the past three years. Our survey participation rate has remained consistent over the last three years.

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

### Goal 4 Action 1

Budgeted: \$0

Actual: \$0

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

### Goal 4 Action 2

Budgeted: \$143,725

Actual: \$143,725

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

### Goal 4 Action 3

Budgeted: \$490,211

Actual: \$490,211

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 4

Budgeted: \$1,696

Actual: \$1,696

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5

Budgeted: \$267,443

Actual: \$257,443

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

## Overview

The goal aimed to ensure all students, families, staff, and other stakeholders at Magnolia Science Academy-3 have access to meaningful engagement opportunities that cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. The focus was on fostering a sense of community and connectedness among all stakeholders.

## Effectiveness of Specific Actions

### 1. Number of School Site Council (SSC) meetings per year:

- Analysis: The SSC was replaced by the Parent Advisory Committee (PAC), making this metric no longer applicable. However, the increased number of meetings in Year 1 indicates an initial effort to enhance stakeholder engagement.

### 2. \*\*Number of English Learner Advisory Committee (ELAC) meetings per year:

- Analysis: The action was partially effective, with a consistent increase in Year 1 and Year 2, but a drop in Year 3, indicating challenges in maintaining consistent engagement with English Learner families.

### 3. Number of Parent Advisory Committee (PAC) meetings per year:

- Analysis: This action showed variability, with improvements in Year 2 but inconsistency in Year 1 and Year 3. Overall, it was partially effective in increasing parental engagement through PAC meetings.
4. \*\*Number of activities/events for parent involvement per year:
    - Analysis: The action was highly effective, with a substantial increase in parent involvement activities, far surpassing the desired outcome and demonstrating strong engagement efforts.
  5. Number of progress reports sent to parents per year:
    - Analysis: This action was effective, maintaining consistent communication with parents through progress reports, meeting the desired outcome each year.
  6. Percentage of students home-visited by teachers per year:
    - Analysis: The action was partially effective, showing improvement from the baseline but not reaching the desired outcome, indicating the need for increased home visit efforts.
  7. Average Daily Attendance (ADA) Rate:
    - Analysis: The action was less effective, with a significant drop from the baseline and gradual improvements in subsequent years, indicating challenges in maintaining high attendance rates.
  8. Chronic Absenteeism Rate:
    - Analysis: The action was less effective, with chronic absenteeism rates remaining significantly higher than the baseline and desired outcome, indicating the need for more effective strategies to address absenteeism.
  9. Middle School Dropout Rate:
    - Analysis: The action was effective, maintaining a 0% dropout rate consistently.
  10. High School Dropout Rate:
    - Analysis: The action was less effective in Year 3, with a significant increase in the dropout rate, indicating challenges in retaining high school students.
  11. Graduation Rate:
    - Analysis: The action showed variability, with a perfect graduation rate in Year 2 but a decline in Year 3, indicating partial effectiveness.
  12. Student Suspension Rate:
    - Analysis: The action was partially effective, with a significant increase in suspensions in Year 2 but improvements in Year 3, indicating ongoing behavioral management challenges.
  13. Student Expulsion Rate:



- Analysis: The action was effective, maintaining a 0% expulsion rate consistently.

14. School experience survey participation rates:

- Analysis: The action was partially effective, with high participation rates among students and staff but challenges in maintaining consistent family participation.

15. School experience survey average approval rates:

- Analysis: The action was less effective, with declining approval rates among students and staff, indicating the need for improved engagement and satisfaction strategies.

16. Student retention rate:

- Analysis: The action was effective, showing improvement over the three years and meeting the desired outcome in Year 3.

#### Summary of Effectiveness

Overall, the actions taken under Goal #4 showed varying degrees of effectiveness. Notable successes were seen in maintaining a 0% expulsion rate, improving the student retention rate, and significantly increasing parent involvement activities. However, challenges were evident in maintaining consistent engagement with families, reducing chronic absenteeism, and improving school experience survey approval rates.

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

#### Recommendations for Improvement

1. Enhance strategies to engage families consistently to improve participation in surveys and advisory committee meetings.
2. Implement targeted interventions to address chronic absenteeism and improve daily attendance rates.
3. Focus on improving school experience survey approval rates by addressing the concerns of students and staff.

The analysis highlights the strengths and areas needing further refinement in fostering community connection and engagement at Magnolia Science Academy-3.

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

# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

## Plan Summary [2024-25]

### General Information

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

Magnolia Science Academy -3 (MSA-3)

**Overview**  
Founded in the fall of 2008 as a public charter school in Gardena, MSA-3 relocated two years later to its current site, co-locating with Curtis Middle School in Carson, California under Proposition 39. MSA-3 currently serves approximately 400 students in grades 6 through 12, boasting nearly 100% high school graduation rates. Notably, around 70% of the students qualify for the free and reduced lunch program.

**Student Demographics**

- 59% of students hail from the Carson, LA, Gardena, and Torrance areas within the LAUSD.
- 36% are from the Compton Unified School District.
- 2.5% are from Long Beach USD.

**Educational Focus**  
MSA-3 emphasizes a STEAM (Science, Technology, Engineering, Art, and Mathematics) and college-readiness curriculum. The school offers a college preparatory program that includes a wide range of elective courses such as digital arts and advanced math classes. Each student receives a Chromebook and has access to digital platforms like Google Classrooms, HMH Math Curriculum, and StudySync. The curriculum is aligned with the Common Core State Standards and is designed to provide a comprehensive learning experience through effective site-based instruction and hands-on learning.

**Contact Information**  
Address: 1254 East Helmick St., Carson, CA, 90746  
Phone: 310-637-3806  
Email: zocel@magnoliapublicschools.org

**Mission**

Magnolia Public Schools aim to provide a college preparatory educational program with a focus on STEAM in a safe environment that fosters respect for oneself and others.

#### Vision

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

#### Core Values

- **Innovation:** Students are empowered to choose how and what they learn, with individualized scheduling and early identification of learning styles, interests, and career plans to support college and career readiness. Hands-on learning experiences in robotics, computer science, and the arts promote imagination, creativity, and invention.
- **Connection:** School communities are built on partnerships among staff, families, students, and other stakeholders. This connection creates a safe learning environment that affirms individual strengths, celebrates character, provides academic support through mentorship and internships, and promotes unity and better decision-making through restorative justice practices.
- **Excellence:** Academic excellence involves the pursuit of knowledge and excellence, fostering original and provocative ideas in a learning environment. MSA-3 promotes academic excellence through project-based learning, student portfolios, assessments of and for learning, and academic discourse and argumentative writing.

## Reflections: Annual Performance

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

#### SUCSESSES

##### College/Career Readiness:

- 96% graduation rate for the class of 2023.
- 48% of seniors completed at least one college course.
- 72% of the graduating class met the A-G requirements.
- 25% of seniors earned the Golden State Merit Diploma.
- 27.3% of seniors graduated with Honors or Advanced Diploma.
- 78% of the graduating class was accepted to a 4-year college.

##### Academic Intervention:

- Programs such as Power Math and Power English, along with Saturday School, support academic intervention.

- The English curriculum includes StudySync and Illuminate standards-based practice exams.

#### Additional Successes:

- Suspension rate decreased to 2.2% from 6.8% last year.
- ADA (Average Daily Attendance) improved to 92.12% from 90% last year.
- Winter MAP (Measures of Academic Progress) CCI (College and Career Indicator) showed improvement.
- Increased dual enrollment opportunities, with 15 college classes offered.
- Positive feedback from the Educational Parent Survey, with improved student approval rates.
- Officially recognized as a CIF (California Interscholastic Federation) school for the 2024-25 school year.

#### CHALLENGES

##### Academic and Operational Challenges:

- Improvement needed in Math SBAC (Smarter Balanced Assessment Consortium) scores, though initial data shows promising trends.
- - African American, Hispanic and Socioeconomically disadvantaged students have the lowest performance level.
- Enhancing classroom rigor.
- Reducing chronic absenteeism to below the state average.
- African American and Socio Economically Disadvantaged have the lowest performance level.
- Developing and implementing effective intervention plans.
- Providing mental health support for both teachers and students.
- Offering coaching and professional development for staff.
- Addressing facility challenges under Proposition 39.
- Reducing the Suspension rate.
- African American, Hispanic and Socioeconomically disadvantaged students have the lowest performance level.

## Reflections: Technical Assistance

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

N/A



# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

N/A

## ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	MSA-3 consistently holds Parent Advisory Committee (PAC) meetings once a month. Additionally, we host a monthly Coffee with Admin session. These two main parent meetings enable us to actively engage with parents, solicit feedback on school programs, and present data on the Local Control and Accountability Plan (LCAP) and the California School Dashboard. At the end of the year, we conduct educational partner surveys to gather comprehensive feedback from parents. Furthermore, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey.
Students	Our end-of-year educational partner surveys allow us to gather comprehensive feedback from students. Additionally, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey.
Teachers	Our end-of-year educational partner surveys allow us to gather comprehensive feedback from teachers. Additionally, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey. Staff participates on a weekly Wednesday professional development. This helps us gather input from our teachers.
School administrators	Our end-of-year educational partner surveys allow us to gather comprehensive feedback from school administrators. Additionally, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey. Admin has a

Educational Partner(s)	Process for Engagement
	weekly meeting on Tuesdays to discuss school operations, attendance, instruction, behavior etc.
Other school personnel	Our end of year educational partner surveys allows us to gather comprehensive feedback from staff. In addition, community school coordinator engages with staff to gather feedback using ANA( Assets and Need) survey. Staff participates on a weekly Wednesday professional devleopment. This helps us gather input from our other personnel.
SELPA	Our Special Education coordinators from home office participate in a monthly basis. And Home office staff shares crucial information with school level special education coordinator and teacher.

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

We analyzed the educational partner survey data and ANA survey feedback from the Community School Initiative. In addition, our internal data and the California Dashboard guide us in drafting our LCAP. For instance, one key area identified was the need to increase support for our students in counseling. In response, we coordinated with our Home Office staff to appoint a full-time college counselor.

Another area highlighted was the extracurricular offerings for middle and high school students. Based on the survey results, we expanded our sports programs, leading to the hiring of a full-time athletic director.

Additionally, concerns about food quality were raised by both students and parents. Consequently, we collaborated with our Home Office to contract a new vendor, aligning with one of our LCAP goals (Goal #1, Action #4) to provide nutritious meals for students.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.5%			2024-25: > 85%	
1.2	Percentage of students without access to their	2023-24: 0%			2026-27: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2026-27: 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%			2026-27: (Fall 2025 to Fall 2026) >= 80%	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 92.2%			2026-27: >= 95.0%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$25,970.00	No
1.2	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.	\$380,785.49	No

Action #	Title	Description	Total Funds	Contributing
		<p>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"> <li>• Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: \$963.54</li> </ul>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management</p>	\$496,565.73	No

Action #	Title	Description	Total Funds	Contributing
		<p>procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, 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>		
<b>1.4</b>	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$18,020.00	Yes
<b>1.5</b>	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial</p>	\$617,729.03	No



Action #	Title	Description	Total Funds	Contributing
		<p>sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;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>		

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%			2026-27: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 69%			2026-27: >= 85%	
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 79%			2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 32.66%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged : 33.08%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 40.00%</li> <li>English Learners: &gt;= 5.00%</li> <li>Socioeconomically</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: 17.39%</li> <li>• African American: 29.49%</li> <li>• Asian: *</li> <li>• Hispanic: 32.74%</li> <li>• White: *</li> </ul>			<ul style="list-style-type: none"> <li>• Disadvantaged: &gt;= 40.00%</li> <li>• Students with Disabilities: &gt;= 20.00%</li> <li>• African American: &gt;= 38.00%</li> <li>• Hispanic: &gt;= 40.00%</li> <li>• White: *</li> </ul>	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 40.2 points below standard</li> <li>• English Learners: 117.8 points below standard</li> <li>• Socioeconomically Disadvantaged: 41.8 points below standard</li> <li>• Students with Disabilities: 119.4 points</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 31.0 points below standard</li> <li>• English Learners: 103.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 32.0 points</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>below standard</li> <li>African American: 37.9 points below standard</li> <li>Hispanic: 47.6 points below standard</li> <li>White: *</li> </ul>			<ul style="list-style-type: none"> <li>below standard</li> <li>Students with Disabilities: 103.0 points below standard</li> <li>African American: 28.0 points below standard</li> <li>Hispanic: 38.0 points below standard</li> <li>White: *</li> </ul>	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 61.3%</li> <li>English Learners: 69.2%</li> <li>Socioeconomically Disadvantaged: 66.2%</li> <li>Students with Disabilities: 48.8%</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: &gt;= 50%</li> <li>English Learners: &gt;= 50%</li> <li>Socioeconomically Disadvantaged: &gt;= 50%</li> <li>Students with</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic: 65.0%</li> <li>African American: 53.8%</li> </ul>			Disabilities: $\geq 50\%$ <ul style="list-style-type: none"> <li>African American: <math>\geq 50\%</math></li> <li>Hispanic: <math>\geq 50\%</math></li> <li>White:*</li> </ul>	
2.7	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 1.03 (CGP: 85th percentile)</li> <li>English Learners: CGI: 0.00 (CGP: 50th percentile)</li> <li>Socioeconomically Disadvantaged: CGI: 1.51 (CGP: 93rd percentile)</li> <li>Students with Disabilities: CGI: -0.44 (CGP: 33rd percentile)</li> <li>African American: CGI: 0.04 (CGP: 52nd percentile)</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>English Learners: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>Socioeconomically Disadvantaged: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>Students with Disabilities</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic: CGI: 1.64 (CGP: 95th percentile)</li> </ul>			<ul style="list-style-type: none"> <li>s: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> <li>African American: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> <li>Hispanic: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> <li>White: *</li> </ul>	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 8.50%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged : 10.45%</li> <li>Students with Disabilities: 0.00%</li> <li>African American: 6.41%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: <math>\geq</math> 20.00%</li> <li>English Learners: <math>\geq</math> 7.00%</li> <li>Socioeconomically Disadvantaged: <math>\geq</math> 20.00%</li> <li>Students with Disabilities</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic: 9.64%</li> <li>White: *</li> </ul>			<ul style="list-style-type: none"> <li>s: &gt;= 7.00%</li> <li>African American: &gt;= 20.00%</li> <li>Hispanic: &gt;= 20.00%</li> <li>White: *</li> </ul>	
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 109.5 points below standard</li> <li>English Learners: 156.8 points below standard</li> <li>Socioeconomically Disadvantaged : 106.8 points below standard</li> <li>Students with Disabilities: 175.1 points below standard</li> <li>African American: 120.7 points</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>All Students: 94.0 points below standard</li> <li>English Learners: 135.0 points below standard</li> <li>Socioeconomically Disadvantaged: 91.0 points below standard</li> <li>Students with Disabilities: 145.0</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		below standard <ul style="list-style-type: none"> <li>Hispanic: 104.2 points below standard</li> <li>White: *</li> </ul>			points below standard <ul style="list-style-type: none"> <li>African American: 102.0 points below standard</li> <li>Hispanic: 89.0 points below standard</li> <li>White: *</li> </ul>	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 55.4%</li> <li>English Learners: 64.3%</li> <li>Socioeconomically Disadvantaged: 57.6%</li> <li>Students with Disabilities: 58.5%</li> <li>African American: 46.2%</li> <li>Hispanic: 61.8%</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: <math>\geq 50\%</math></li> <li>English Learners: <math>\geq 50\%</math></li> <li>Socioeconomically Disadvantaged: <math>\geq 50\%</math></li> <li>Students with Disabilities: <math>\geq 50\%</math></li> <li>African American: <math>\geq 50\%</math></li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>Hispanic: <math>\geq 50\%</math></li> <li>White: *</li> </ul>	
2.11	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 1.22 (CGP: 89th percentile)</li> <li>English Learners: CGI: 0.00 (CGP: 50th percentile)</li> <li>Socioeconomically Disadvantaged: CGI: 1.62 (CGP: 95th percentile)</li> <li>Students with Disabilities: CGI: -0.25 (CGP: 40th percentile)</li> <li>African American: CGI: -0.24 (CGP: 41st percentile)</li> <li>Hispanic: CGI: 2.22 (CGP: 99th percentile)</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>English Learners: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>Socioeconomically Disadvantaged: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>Students with Disabilities: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>African American: CGI <math>\geq 0</math> (CGP <math>\geq</math> 50th percentile)</li> <li>Hispanic: CGI <math>\geq 0</math> (CGP <math>\geq</math> 50th percentile)</li> <li>White: *</li> </ul>	
2.12	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)	2022-23: (2023 Dashboard) 68.0%			2025-26: (2026 Dashboard) $\geq 50.0\%$	
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 24.0%			2025-26: (CDE DataQuest) $\geq 10.0\%$	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 8.08%</li> <li>English Learners: *</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: <math>\geq 20.00\%</math></li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Socioeconomic ally Disadvantaged : 8.82%</li> <li>• Students with Disabilities: 0.00%</li> <li>• Hispanic: 13.79%</li> <li>• African American: 0.00</li> </ul>			<ul style="list-style-type: none"> <li>• English Learners: *</li> <li>• Socioeconomically Disadvantaged: &gt;= 20.00%</li> <li>• Students with Disabilities: &gt;= 8.00%</li> <li>• African American: &gt;= 15.00%</li> <li>• Hispanic: &gt;= 20.00%</li> <li>• White: *</li> </ul>	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,807,266.90	No
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through</p>	\$37,643.32	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Tuition reimbursement and other professional development: Resource: Title II, Part A; Amount: \$25,442.12</li> </ul>		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other</p>	\$727,905.21	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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, 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, and Nearpod)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Teacher &amp; admin salaries and benefits Resource: Title I: \$96,532.72</li> <li>• Professional Services Resource: Title I: \$3,180</li> <li>• Educational Software Resource: Title I: \$37,028.98</li> <li>• Educational Software Resource: Title IV, part A: \$3,370.8</li> </ul>		
<b>2.4</b>	Designated and integrated ELD programs and support for ELs	<p>Charter School will provide services to ELs, including newcomers and LTELs, 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, including newcomers and LTELs, regarding annual assessments, program</p>	\$125,936.73	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2.5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$924,604.90	No



Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9%			2026-27: >= 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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)	2023-24: (As of 5/20/24) 94%			2026-27: >= 90%	
3.3	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)	2023-24: (As of 5/20/24) 99%			2026-27: >= 80%	
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 44.0%			2025-26: (2026 Dashboard) >= 55.0%	
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 48.0%			2025-26: >= 55.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 12.00%			2025-26: >= 35.00%	
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 11.4%			2025-26: >= 55.0%	
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 4.1%			2025-26: >= 55.0%	
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.0%			2025-26: (2026 Dashboard) >= 35.0%	
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (CDE DataQuest): 90.0%			2025-26: (2026 Dashboard) >= 90.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)					
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2025-26: (2026 Dashboard) >= 10.0%	
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2025-26: (2026 Dashboard) >= 10.0%	
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 4.3%			2025-26: (CDE DataQuest) >= 20.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)					
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 38.3%			2025-26: (CDE DataQuest) ≥ 30.0%	
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 27.3%			2026-27: ≥ 50.0%	
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 68%			2026-27: ≥ 90%	
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 55%			2026-27: ≥ 60%	
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 77.3%			Class of 2024: ≥ 60%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Instructional Materials &amp; Sups.: Title IV Part A; Amount: \$3,180</li> </ul>	\$135,463.70	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and 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 STEM program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$0.00	Yes
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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</p>	\$107,361.16	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.</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	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p>	\$181,332.74	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Title IV, Part A: Salary and Benefits Amount: \$6,052.5</li> </ul>		
3.5	Additional programs and activities that support well-rounded education	<p>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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.</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>	\$490,309.09	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7			2026-27: >= 8	
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 2			2026-27: >= 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22			2026-27: ≥ 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 13.6%			2026-27: ≥ 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.95%			2026-27: (P-2 ADA) ≥ 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 33.9%			2025-26: (2026 Dashboard) ≤ 20.0%	
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 2.5%			2026-27: ≤ 2.0%	
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.0%			2025-26: (CDE DataQuest) ≤ 2.0%	
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.0%			2025-26: (2026 Dashboard) ≥ 95.0%	
4.10	Student Suspension Rate (Source: CA	2022-23: (2023 Dashboard) 6.8%			2025-26: (2026 Dashboard) ≤ 2.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Dashboard, CALPADS)					
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) <= 0.50%	
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 98.4% Families: 70.5% Staff: 100.0%			2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%	
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 63.0% Families: 96.0% Staff: 74.0%			2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%	
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,	2023-24: Students: 70% Families: 94% Staff: 73%			2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 85.30%			2026-27: (Spring 2026 to Fall 2026) >= 85%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	<p>Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family 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>	\$275.00	Yes
4.2	Building relationships and partnerships with families for student outcomes	<p>Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators</p>	\$147,586.67	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. 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 also support families to understand and exercise their legal rights and advocate for their own students and all students. 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> <ul style="list-style-type: none"> <li>• Stipends for home visits: Resource: Title I, Part A; Amount: \$16,146.75</li> </ul>		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as	\$506,707.37	Yes



Action #	Title	Description	Total Funds	Contributing
		<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 SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</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 expenses, 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"> <li>• Additional services, material, and supplies for homeless students: Resource: Title I; Amount: \$4,129.76</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
4.4	Annual educational partner surveys	<p>Charter School will annually administer school experience surveys to students, families, 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 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: 5800 Professional Services: 3010 Title I: \$1,696</p>	\$1,696.00	Yes
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of 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: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p>	\$255,042.54	Yes

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,032,197	\$90,859

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.308%	0.000%	\$0.00	19.308%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Healthy and nutritious meals</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There</p>	<p>MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is a need to provide all our students with healthy and nutritious meals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary</p>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	<p><b>Action:</b> Professional development for high-quality instruction</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.</p>	<p>standard on the CAASPP- ELA/Literacy assessments (Source: CDE DataQuest)</p> <ul style="list-style-type: none"> <li>• Distance from Standard (DFS) on the CAASPP- ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.3</b></p>	<p><b>Action:</b> MTSS - Academic enrichment, intervention, and student support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.</p>	<p>TeachBoost/SchoolMint Grow)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.4</b></p>	<p><b>Action:</b> Designated and integrated ELD programs and support for ELs</p> <p><b>Need:</b></p>	<p>Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD</p>	<p>Goal 2: For all students, but particularly for the EL and LTEL student groups:</p>

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	<p>The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated</p>	<ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li> </ul>

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		<p>ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.</p>	<p>(Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li> </ul>

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			<p>PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)</li> </ul>
<p><b>3.1</b></p>	<p><b>Action:</b> College/Career readiness programs and activities</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</li> <li>Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>Percentage of seniors who have passed an AP exam with a score of 3 or</li> </ul>



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		<p>studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.</p>	<p>higher during their high school years (Source: College Board)</p> <ul style="list-style-type: none"> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>(Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul>
<p><b>3.2</b></p>	<p><b>Action:</b> STEM and GATE programs</p> <p><b>Need:</b> Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)</li> <li>• 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)</li> <li>• Percentage of students who have created or demonstrated a STEAM focused</li> </ul>

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		<p>through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.</p>	<p>project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Digital literacy and citizenship programs</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.</p>	<p>With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>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)</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>	<p>model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.</p>	
<p><b>3.4</b></p>	<p><b>Action:</b> Physical education, activity, and fitness</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.</p> <p><b>Scope:</b></p>	<p>MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	<p><b>Action:</b> Additional programs and activities that support well-rounded education</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem</p>	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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)</li> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>types of courses:            courses that satisfy the requirements for entrance to the UC/CSU and            courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks            (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
4.1	<b>Action:</b> Seeking family input for decision-making	Considering the needs of our unduplicated students and their families, Charter School will	Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.</p> <p><b>Scope:</b> LEA-wide</p>	<p>hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for</p>	<ul style="list-style-type: none"> <li>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

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		<p>Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.2</b></p>	<p><b>Action:</b> Building relationships and partnerships with families for student outcomes</p> <p><b>Need:</b> Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the</p>	<p>In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Number of activities/events for parent involvement per year (Source:</li> </ul>

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	<p>cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student</p>	<p>Local Indicator Priority 3)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</li> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA</li> </ul>

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		<p>learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates"</li> </ul>



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			<p>based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>4.3</b></p>	<p><b>Action:</b> MTSS - PBIS and SEL support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence,</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills 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</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following</li> </ul>

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		<p>enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

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<p><b>4.4</b></p>	<p><b>Action:</b> Annual educational partner surveys</p> <p><b>Need:</b> It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education.</p>	<p>Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>	<p>coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.5</b></p>	<p><b>Action:</b> Community outreach and partnerships</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year</li> </ul>

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	<p>parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>accepted to a 4-year college (Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates" based on the</li> </ul>

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

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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**Additional Concentration Grant Funding**

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

Similar to the current academic year, MSA-3 will utilize the concentration grant add-on funds (\$90,859) in the following manner:

MSA-3 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$5,345,869	\$1,032,197	19.308%	0.000%	19.308%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,569,315.06	\$2,015,264.29	\$46,697.40	\$356,924.83	\$6,988,201.58	\$4,974,783.53	\$2,013,418.05

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	\$0.00	\$25,970.00	\$25,970.00				\$25,970.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	\$153,742.31	\$227,043.18	\$349,821.95	\$30,000.00		\$963.54	\$380,785.49	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	\$57,324.80	\$439,240.93	\$496,565.73				\$496,565.73	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$18,020.00	\$18,020.00				\$18,020.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	\$0.00	\$617,729.03	\$609,168.47	\$8,560.56			\$617,729.03	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	\$1,754,266.90	\$53,000.00	\$1,541,093.54	\$266,173.36			\$1,807,266.90	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$37,643.32	\$6,201.20	\$6,000.00		\$25,442.12	\$37,643.32	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$654,928.23	\$72,976.98	\$478,400.21	\$38,130.75		\$211,374.25	\$727,905.21	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$125,936.73	\$0.00		\$125,936.73			\$125,936.73	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$808,337.08	\$116,267.82		\$874,737.20		\$49,867.70	\$924,604.90	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$132,283.70	\$3,180.00		\$132,283.70		\$3,180.00	\$135,463.70	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$107,361.16	\$0.00	\$107,361.16				\$107,361.16	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$132,515.34	\$48,817.40	\$128,582.84		\$46,697.40	\$6,052.50	\$181,332.74	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$249,008.89	\$241,300.20	\$182,267.19	\$308,041.90			\$490,309.09	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$275.00	\$275.00				\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$121,520.21	\$26,066.46	\$131,439.92			\$16,146.75	\$147,586.67	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$481,487.85	\$25,219.52	\$473,247.85	\$29,329.76		\$4,129.76	\$506,707.37	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,696.00				\$1,696.00	\$1,696.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$196,070.33	\$58,972.21	\$20,900.00	\$196,070.33		\$38,072.21	\$255,042.54	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,345,869	\$1,032,197	19.308%	0.000%	19.308%	\$1,546,695.37	0.000%	28.933 %	<b>Total:</b>	\$1,546,695.37
								<b>LEA-wide Total:</b>	\$1,546,695.37
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$18,020.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,201.20	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$478,400.21	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,361.16	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$128,582.84	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$182,267.19	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,439.92	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$473,247.85	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,900.00	



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,367,934.00	\$7,314,876.05

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$25,970	\$25,970.00
1	1.2	Instructional materials and technology	No	\$527,814	\$529,283.60
1	1.3	Clean and safe facilities that support learning	No	\$589,897	\$601,367.13
1	1.4	Healthy and nutritious meals	No Yes	\$18,020	\$18,020.00
1	1.5	Well-orchestrated Home Office support services	No	\$934,229	\$934,229.45
2	2.1	Broad course of study and standards-based curriculum	No	\$1,826,594	\$1,819,164.74
2	2.2	Professional development for high-quality instruction	Yes	\$47,183	\$47,183.32
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$701,623	\$658,234.19
2	2.4	Designated and integrated ELD programs	Yes	\$122,288	\$122,288.28
2	2.5	Support for students with disabilities	No	\$815,928	\$782,747.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	\$138,666	\$138,666.22
3	3.2	STEAM and GATE programs	Yes		
3	3.3	Digital literacy and citizenship programs	Yes	\$103,713	\$103,712.72
3	3.4	Physical education, activity, and fitness	Yes	\$149,403	\$157,402.51
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$473,530	\$473,530.42
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$143,725	\$143,725.35
4	4.3	MTSS - PBIS and SEL support	Yes	\$490,212	\$490,211.68
4	4.4	Annual stakeholder surveys	Yes	\$1,696	\$1,696.00
4	4.5	Community outreach and partnerships	Yes	\$257,443	\$267,443.13

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,060,282	\$1,562,353.28	\$1,287,489.44	\$274,863.84	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$18,020.00	\$18,020.00		
2	2.2	Professional development for high-quality instruction	Yes	\$3,201.20	\$6,201.20		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$289,442.01	\$246,053.42		
2	2.4	Designated and integrated ELD programs	Yes	\$122,288.28			
3	3.1	College/Career readiness programs and activities	Yes	\$131,626.85			
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes	\$103,712.72	\$103,712.72		
3	3.4	Physical education, activity, and fitness	Yes	\$142,653.53	\$104,652.61		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$290,530.22	\$178,618.74		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$127,578.60	\$127,578.60		
4	4.3	MTSS - PBIS and SEL support	Yes	\$315,703.87	\$456,752.15		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual stakeholder surveys	Yes	\$1,696.00			
4	4.5	Community outreach and partnerships	Yes	\$15,900.00	\$45,900		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,020,529	\$1,060,282	0.000%	26.372%	\$1,287,489.44	0.000%	32.023%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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



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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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



- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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



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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**



- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-4

CDS Code: 19-64733-0117622

School Year: 2024-25

LEA contact information:

Musa Avsar

Principal

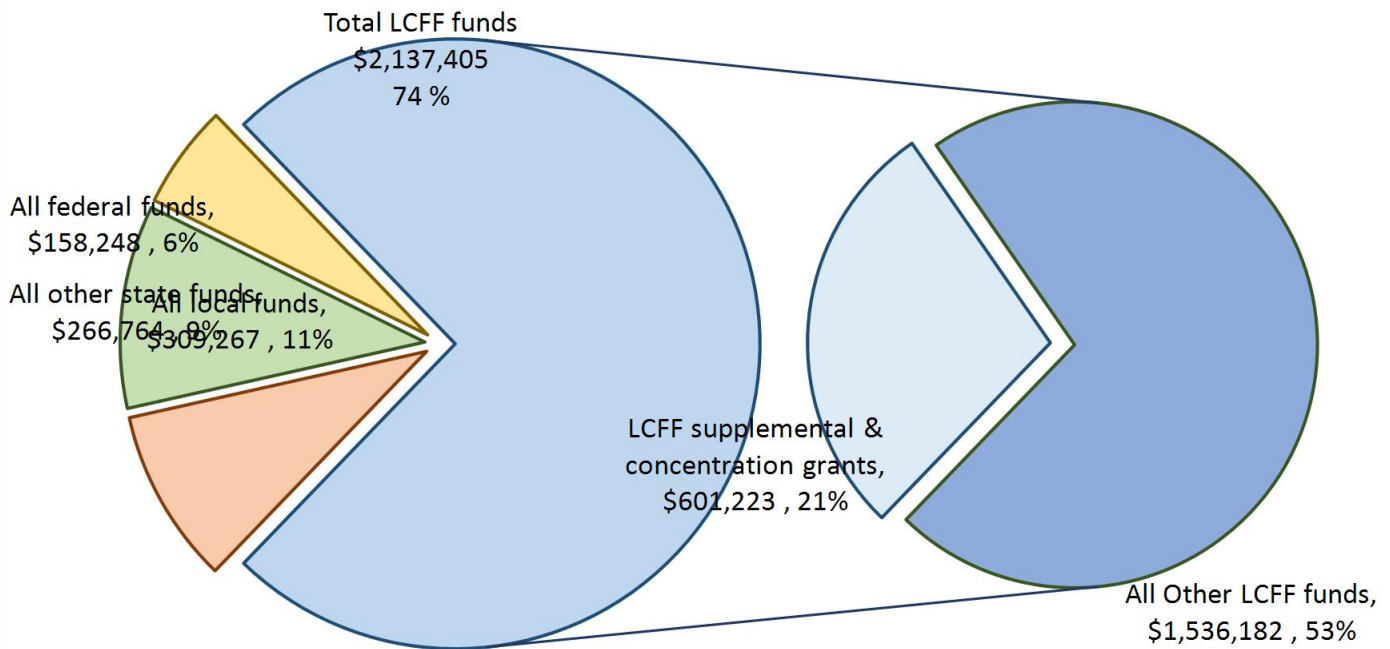
mavsar@magnoliapublicschools.org

(310) 473-2464

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

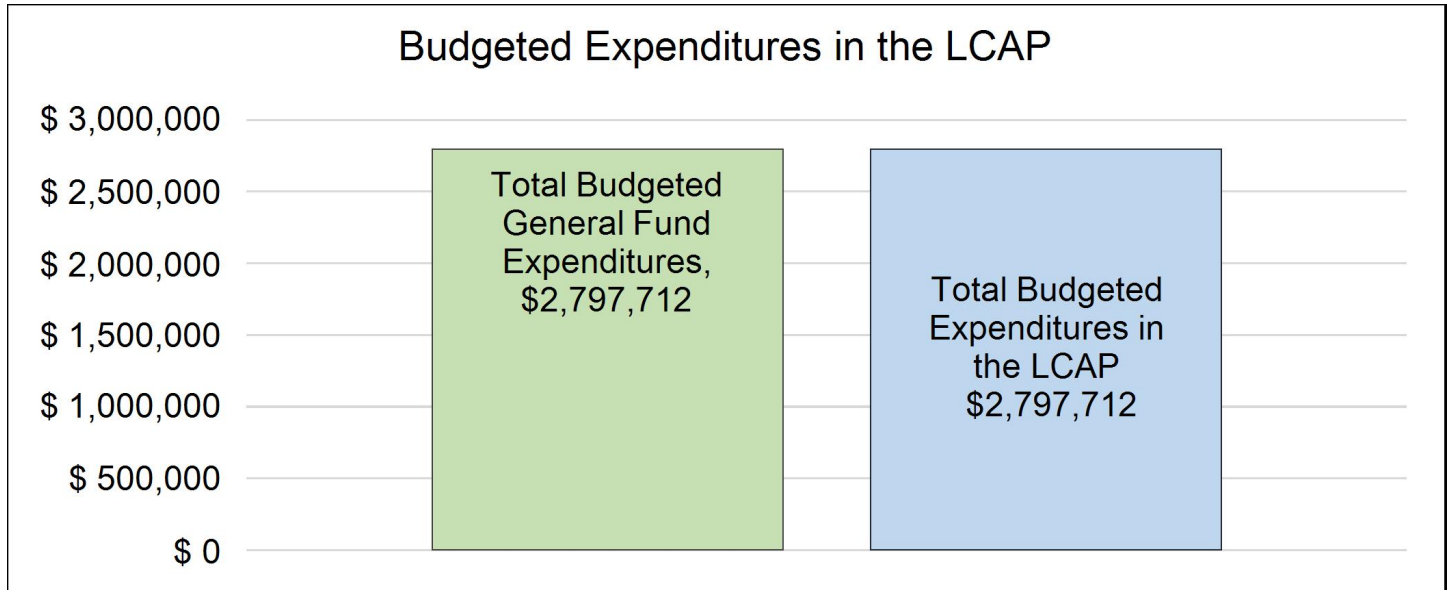


This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-4 is \$2,871,684, of which \$2,137,405 is Local Control Funding Formula (LCFF), \$266,764 is other state funds, \$309,267 is local funds, and \$158,248 is federal funds. Of the \$2,137,405 in LCFF Funds, \$601,223 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-4 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-4 plans to spend \$2,797,711.67 for the 2024-25 school year. Of that amount, \$2,797,711.67 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-4 is projecting it will receive \$601,223 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-4 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-4 plans to spend \$600,987.07 towards meeting this requirement, as described in the LCAP.

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 4 used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning

Loss

Mitigation

Grant,

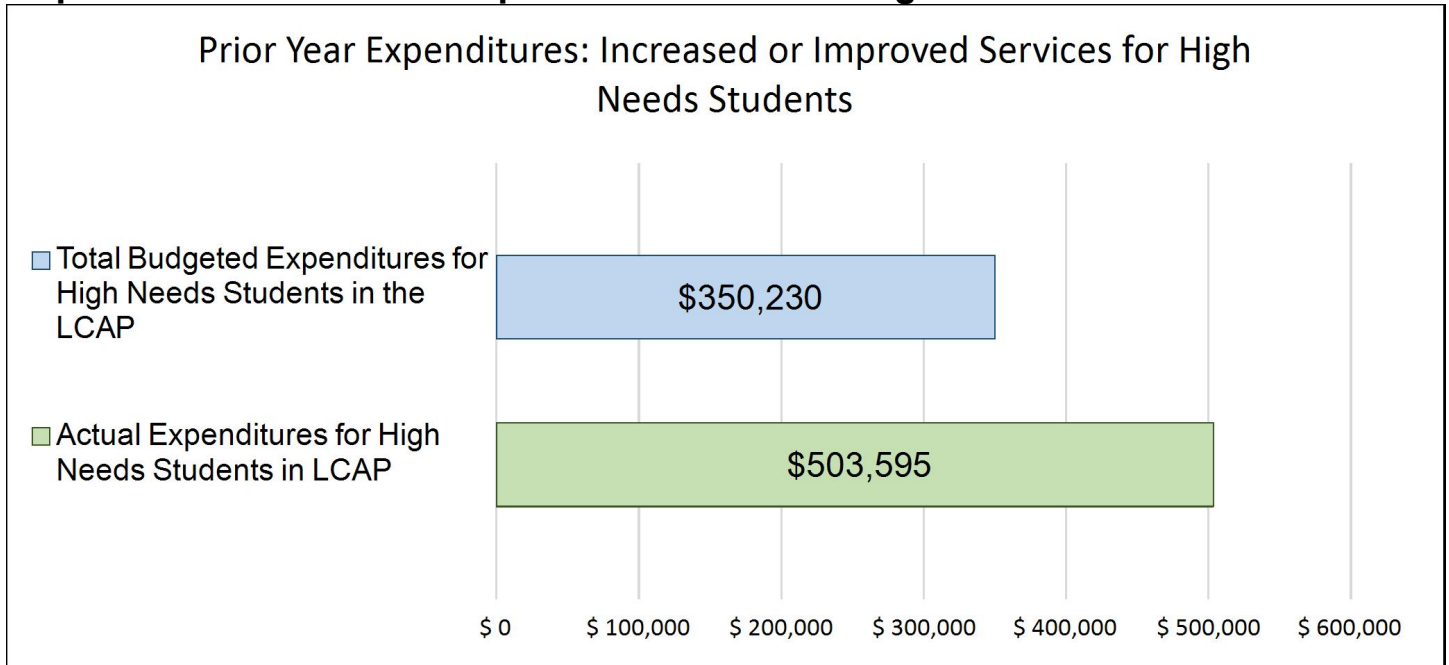
MTSS,

and

Fundraising.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Magnolia Science Academy-4 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-4 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-4's LCAP budgeted \$350,229.55 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent \$503,595.48 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org (310) 473-2464

# Goals and Actions

## Goal

Goal #	Description
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 2	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	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”	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)					
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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For the 2023-24 school year, MSA-4 successfully implemented all actions listed in the LCAP plan related to Goal 1. This goal focuses on ensuring high-quality teachers, appropriate instructional materials, well-maintained facilities, and teacher retention and attendance rates.

Number of Misassignments of Teachers of English Learners, Total Teacher Misassignments, and Vacant Teacher Positions:

Planned Action: Ensure that all teachers are properly assigned and that there are no vacancies.

Actual Implementation: This goal was met, with no misassignments or vacancies reported.

Percentage of Students Without Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home:

Planned Action: Provide each student with their own copies of standards-aligned instructional materials.

Actual Implementation: This goal was met, ensuring that all students had access to necessary instructional materials both at school and at home.



Number of Identified Instances Where Facilities Do Not Meet the “Good Repair” Standard :

Planned Action: Maintain facilities to meet the “good repair” standard.

Actual Implementation: This goal was met, with all facilities meeting the required standards for good repair.

Teacher Retention Rate:

Planned Action: Increase teacher retention rate.

Actual Implementation: This goal was not met. One significant challenge affecting teacher retention is that MSA-4 is a small school, which often requires teachers to handle multiple preparations (preps). This additional workload can lead to increased stress and burnout, thereby impacting the retention rate.

Teacher Attendance Rate:

Planned Action: Maintain high teacher attendance rates.

Actual Implementation: This goal was met, with a high attendance rate among teachers.

In conclusion, while MSA-4 met most of its planned actions under LCAP Goal 1, the teacher retention rate remains a challenge. The small size of the school and the need for teachers to manage multiple preps contribute to this issue. Future plans should consider strategies to alleviate this burden, such as providing additional support or resources to teachers, to improve retention rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1

Budgeted: \$10,300

Actual: \$12,300

Explanation: The actual expenditure for Goal 1 Action 1 was \$2,000 more than the budgeted amount. This difference is attributed to unforeseen expenses occurred in live scan, payroll, and service fees.

Goal 1 Action 2

Budgeted: \$134,793

Actual: \$134,793

Explanation: The actual expenditure for Goal 1 Action 2 matched the budgeted amount precisely. This indicates effective planning and accurate estimation of costs associated with this action.

Goal 1 Action 3

Budgeted: \$281,184

Actual: \$314,184

Explanation: The actual expenditure for Goal 1 Action 3 was \$33,000 more than the budgeted amount. The primary reason for this overspending was that the school engaged in more operational housekeeping and maintenance as initially planned. This resulted in higher actual costs for maintaining and repairing facilities.

Goal 1 Action 4

Budgeted: \$9,000

Actual: \$9,000

Explanation: The actual expenditure for Goal 1 Action 4 matched the budgeted amount exactly, reflecting precise budgeting and expenditure control.

Goal 1 Action 5

Budgeted: \$277,968

Actual: \$277,968

Explanation: The actual expenditure for Goal 1 Action 5 also matched the budgeted amount exactly, indicating effective financial planning and adherence to the projected budget.

Overall, the material differences between budgeted and actual expenditures for MSA-4's Goal 1 actions demonstrate prudent financial management. The variance in Goal 1 Action 3 highlights the impact of reduced operational and maintenance activities, which contributed to significant cost savings. This careful monitoring and adjustment of expenditures ensure that resources are utilized efficiently while still meeting the essential needs of the school.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, MSA-4 has implemented various actions under Goal 1 with varying degrees of effectiveness. Here is an analysis of how these actions have contributed to progress toward achieving our goal:

Number of Misassignments of Teachers of English Learners, Total Teacher Misassignments, and Vacant Teacher Positions:

Effectiveness: Highly effective. The goal was met, with no misassignments or vacant positions reported. This indicates that the actions taken to ensure proper teacher assignments were successful and well-managed.

Percentage of Students Without Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home:

Effectiveness: Highly effective. The goal was met, ensuring all students had access to necessary instructional materials. This was a critical success in supporting student learning both at school and home.

Number of Identified Instances Where Facilities Do Not Meet the "Good Repair" Standard :

Effectiveness: Effective. The goal was met, with all facilities maintained to meet the required standards. However, it was noted that the school did not spend as much on operational housekeeping and maintenance as planned, leading to cost savings.

Teacher Retention Rate:

Effectiveness: Less effective. The goal was not met due to challenges related to MSA-4 being a small school, requiring teachers to handle multiple preparations. This additional workload likely contributed to higher stress and lower retention rates. More targeted support and strategies are needed to address this issue.

Teacher Attendance Rate :

Effectiveness: Highly effective. The goal was met, with a high attendance rate among teachers. This reflects the positive working environment and effective management practices in place.

Budgeted vs. Actual Expenditures:

Overall Budget Management: The school demonstrated prudent financial management, with significant cost savings in certain areas such as operational housekeeping and maintenance (Goal 1 Action 3). This careful monitoring and adjustment of expenditures ensured that resources were used efficiently while still achieving key objectives.

Overall, the specific actions under Goal 1 were largely effective in making progress toward the goal during the three-year LCAP cycle. The school met most of its targets, reflecting successful implementation and effective use of resources. However, challenges remain in improving teacher retention rates, which require additional focus and support. Moving forward, it will be important to continue refining strategies to address these areas and ensure sustained progress toward all aspects of Goal 1.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections on prior practices and the effectiveness of our actions under Goal 1, several changes have been planned for the coming year to enhance our progress toward achieving this goal.

To address teacher retention, we will implement targeted support strategies to manage the unique challenges faced by teachers at MSA-4, particularly the stress associated with handling multiple preparations. By providing additional resources, professional development, and mental health support, we aim to increase the teacher retention rate and reduce burnout.

For operational housekeeping and maintenance, we plan to increase the budget allocation and engage in proactive planning to ensure that facilities consistently meet the “good repair” standard, thus preventing any deficiencies throughout the year.

In terms of recruitment and staffing, we will enhance our processes to attract high-quality teachers, especially for STEM subjects. This includes collaborating with specialized recruitment agencies, attending job fairs, and offering competitive incentives to fill all teaching positions with qualified candidates and reduce vacancies or misassignments.

Professional development will be expanded to include more comprehensive programs focused on classroom management, innovative teaching strategies, and stress management, tailored to meet the specific needs of MSA-4 teachers. This will enhance overall teaching quality and job satisfaction, leading to improved student outcomes and higher teacher retention rates.

Additionally, we will introduce more frequent and detailed monitoring and evaluation processes for all actions related to Goal 1, including monthly reviews of progress and necessary adjustments. This will ensure timely identification and resolution of any issues, maintaining a steady and effective implementation of all planned actions.

By implementing these changes, we aim to build on our successes and address areas where improvements are needed. These adjustments are designed to enhance our overall effectiveness in achieving Goal 1 and to ensure a more supportive and productive environment for both teachers and students at MSA-4.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local 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 5/20/24) 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	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/24/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/24/24) 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 5/24/24) 98%	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	This metric has been retired. We are exploring the "Average Grade Level	2023-24: 60.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	Equivalent Growth from fall 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)	<p>2018-19:</p> <ul style="list-style-type: none"> <li>All Students: 27.12%</li> <li>Socioeconomically Disadvantaged: 27.08%</li> <li>Students with Disabilities: 18.75%</li> <li>African American: 36.36%</li> <li>Hispanic: 23.41%</li> </ul>	<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>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 37.50%</li> <li>Socioeconomically Disadvantaged: 33.33%</li> <li>Students with Disabilities: 0.00%</li> <li>Hispanic: 38.89%</li> </ul> <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</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 44.44%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: 44.44%</li> <li>Students with Disabilities: *</li> <li>Asian: *</li> <li>Hispanic: 43.75%</li> <li>White: *</li> </ul> <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 42.39%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 38.00%</li> <li>Socioeconomically Disadvantaged: 33.00%</li> <li>Students with Disabilities: 22.00%</li> <li>African American: 40.00%</li> <li>Hispanic: 30.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>All Students: 56.52%</li> <li>English Learners: N/A</li> <li>Students with Disabilities: 37.50%</li> <li>Hispanic: 47.06%</li> <li>White: 100.00%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 45.11%</li> </ul>	<p>assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>All Students: 43.75%</li> <li>English Learners: 40.00%</li> <li>Students with Disabilities: 66.67%</li> <li>Hispanic: 50.00%</li> <li>White: 0.00%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 51.11%</li> </ul>		
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"> <li>All Students: 57.2 points below standard</li> <li>English Learners: 114.4 points below standard</li> <li>Socioeconomically</li> </ul>	<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</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 15.4 points below standard</li> <li>English Learners:*</li> <li>Socioeconomically Disadvantaged: 19.3</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 15.4 points below standard</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: 15.4</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 50.0 points below standard</li> <li>English Learners: 95.0 points below standard</li> <li>Socioeconomically</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Disadvantaged: 57.3 points below standard</p> <ul style="list-style-type: none"> <li>Students with Disabilities: 98.6 points below standard</li> <li>African American: 38.7 points below standard</li> <li>Hispanic: 63.0 points below standard</li> </ul>	<p>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"> <li>All Students: 68.5%</li> <li>English Learners: N/A</li> <li>Students with Disabilities: 64.0%</li> <li>Hispanic: 65.6%</li> <li>White: N/A</li> </ul>	<p>points below standard</p> <ul style="list-style-type: none"> <li>Students with Disabilities: *</li> <li>Hispanic: 41.5 points below standard</li> </ul>	<p>points below standard</p> <ul style="list-style-type: none"> <li>Students with Disabilities: *</li> <li>Asian: *</li> <li>Hispanic: 15.8 points below standard</li> <li>White: *</li> </ul>	<p>Disadvantaged: 50.0 points below standard</p> <ul style="list-style-type: none"> <li>Students with Disabilities: 80.0 points below standard</li> <li>African American: 32.0 points below standard</li> <li>Hispanic: 55.0 points below standard</li> </ul>
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 74.3%</li> <li>Socioeconomically Disadvantaged: 75.0%</li> <li>Students with Disabilities: 68.2%</li> <li>Hispanic: 79.3%</li> </ul>	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 68.5%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: 64.6%</li> </ul>	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 79.1%</li> <li>English Learners: 75.0%</li> <li>Socioeconomically</li> </ul>	<p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 80.2%</li> <li>English Learners: 78.9%</li> <li>Socioeconomically</li> </ul>	<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 75.0%</li> <li>Socioeconomically Disadvantaged: 75.0%</li> <li>Students with Disabilities: 75.0%</li> <li>Hispanic: 75.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>Students with Disabilities: 64.0%</li> <li>Hispanic: 65.6%</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged: 78.8%</li> <li>Students with Disabilities: 76.5%</li> <li>Hispanic: 79.7%</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged: 78.8%</li> <li>Students with Disabilities: 66.7%</li> <li>Hispanic: 79.5%</li> <li>White: *</li> </ul>	
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"> <li>All Students: 8.47%</li> <li>Socioeconomically Disadvantaged: 10.41%</li> <li>Students with Disabilities: 12.50%</li> <li>African American: 9.09%</li> <li>Hispanic: 8.51%</li> </ul>	<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:</p> <ul style="list-style-type: none"> <li>All Students: 25.00%</li> <li>Socioeconomically Disadvantaged: 19.05%</li> <li>Students with Disabilities: 0.00%</li> <li>Hispanic: 16.67%</li> </ul> <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</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 11.11%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: 11.11%</li> <li>Students with Disabilities: *</li> <li>Asian: *</li> <li>Hispanic: 31.5%</li> <li>White: *</li> </ul> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 35.64%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 15.00%</li> <li>Socioeconomically Disadvantaged: 17.00%</li> <li>Students with Disabilities: 17.00%</li> <li>African American: 15.00%</li> <li>Hispanic: 15.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>All Students: 39.13%</li> <li>English Learners: N/A</li> <li>Students with Disabilities: 0.00%</li> <li>Hispanic: 35.29%</li> <li>White: 100.00%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 38.53%</li> </ul>	<p>assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>All Students: 18.75%</li> <li>English Learners: 0.00%</li> <li>Students with Disabilities: 0.00%</li> <li>Hispanic: 14.29%</li> <li>White: 100%</li> </ul> <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 54.69%</li> </ul>		
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"> <li>All Students: 133.7 points below standard</li> <li>English Learners: 170.1 points below standard</li> </ul>	<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</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 81.4 points below standard</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: 98.0</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 136.1 points below standard</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: 136.1</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 110.0 points below standard</li> <li>English Learners: 145.0 points below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 128.2 points below standard</li> <li>Students with Disabilities: 184.8 points below standard</li> <li>African American: 139.7 points below standard</li> <li>Hispanic: 133.6 points below standard</li> </ul>	<p>(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"> <li>All Students: 75.7%</li> <li>English Learners: N/A</li> <li>Students with Disabilities: 84.0%</li> <li>Hispanic: 75.8%</li> <li>White: N/A</li> </ul>	<p>points below standard</p> <ul style="list-style-type: none"> <li>Students with Disabilities: *</li> <li>African American: *</li> <li>Hispanic: 121.5 points below standard</li> </ul>	<p>points below standard</p> <ul style="list-style-type: none"> <li>Students with Disabilities: *</li> <li>Asian: *</li> <li>Hispanic: 138.4 points below standard</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 110.0 points below standard</li> <li>Students with Disabilities: 150.0 points below standard</li> <li>African American: 110.0 points below standard</li> <li>Hispanic: 110.0 points below standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 73.5%</li> <li>English Learners: 70.0%</li> <li>Socioeconomically Disadvantaged: 74.2%</li> </ul>	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 75.7%</li> <li>English Learners: N/A</li> </ul>	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 77.6%</li> <li>English Learners: 87.5%</li> </ul>	<p>Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 74.7%</li> <li>English Learners: 73.7%</li> </ul>	<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 75.0%</li> <li>English Learners: 75.0%</li> <li>Socioeconomically Disadvantaged: 75.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Students with Disabilities: 76.2%</li> <li>Hispanic: 71.4%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 74.2%</li> <li>Students with Disabilities: 84.0%</li> <li>Hispanic: 75.8%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 77.3%</li> <li>Students with Disabilities: 76.5%</li> <li>Hispanic: 79.7%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 73.3%</li> <li>Students with Disabilities: 71.4%</li> <li>Hispanic: 73.8%</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>Students with Disabilities: 75.0%</li> <li>Hispanic: 75.0%</li> </ul>
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"> <li>Level 4: 17.65%</li> <li>Level 3: 47.05%</li> <li>Level 3: 29.41%</li> <li>Level 1: 5.88%</li> </ul>	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	2020-21: 0.00%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC	2023-24: 17.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)		percentage for the Level 4 performance level.  2022 ELPAC Percentage of Students Level 4: 17.65%	percentage for the Level 4 performance level.  2022 ELPAC Percentage of Students Level 4: 17.65%	percentage for the Level 4 performance level.  2023 ELPAC Percentage of Students Level 4: 20.83%	
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 5.00%</li> <li>Socioeconomically Disadvantaged: 3.50%</li> <li>Students with Disabilities: 0.00%</li> <li>African American: 5.88%</li> <li>Hispanic: 3.39%</li> </ul>	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> <li>All Students: 14.00%</li> <li>Socioeconomically Disadvantaged: 11.63%</li> <li>Students with Disabilities: 0.00%</li> <li>Hispanic: 12.2%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 11.11%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: 11.11%</li> <li>Students with Disabilities: *</li> <li>Hispanic: 12.5%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 15.00%</li> <li>Socioeconomically Disadvantaged: 15.00%</li> <li>Students with Disabilities: 10.00%</li> <li>African American: 15.00%</li> <li>Hispanic: 15.00%</li> </ul>

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Reflecting on the LCAP Goal 2 for the 2023-24 school year, MSA-4 has successfully implemented all planned actions. The school has met its goal of developing and providing a broad course of study to students, with certain programs and services being dependent on student need and interest.

We have ensured that all students, including unduplicated students and individuals with exceptional needs, have sufficient access to all developed programs and services. The school administration has completed one formal and four informal classroom observations per teacher per year, meeting the set goal.

In terms of academic performance, progress has been made with a percentage of students receiving a grade of “C” or better in core subjects and electives. Students have met or exceeded the standard on the CAASPP-ELA/Literacy assessments, and the Distance from Standard (DFS) on these assessments has also been met.

While progress has been made in the percentage of students meeting or exceeding the standard on the CAASPP-Mathematics assessments, the DFS on the CASSPP-Mathematics assessments has not been met. However, students have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring.

For our English Learners (ELs), we have met the goal of increasing at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or maintaining ELPI PL 4 between the prior and current year. The percentage of ELs reclassified to Fluent English Proficient (RFEP) annually has also been met.

In the area of science, progress has been made with the percentage of students meeting or exceeding the standard on the CAASPP-Science assessments.

Overall, while there are areas of improvement, MSA-4 is proud of the progress made and the goals met during the 2023-24 school year. We remain committed to continuous improvement and achieving all our LCAP goals.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1

Budgeted: \$739,123

Actual: \$708,528

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 2

Budgeted: \$24,131

Actual: \$24,131

Explanation: The actual expenditure matched the budgeted amount. No significant deviations occurred.

Goal 2 Action 3

Budgeted: \$261,838

Actual: \$257,583

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4

Budgeted: \$0

Actual: \$0

Explanation: No budget was allocated for this action, and no expenses were incurred.

Goal 2 Action 5

Budgeted: \$249,945

Actual: \$249,945

Explanation: The actual expenditure matched the budgeted amount. No significant deviations occurred.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Reflecting on LCAP Goal 2 for the 2023-24 school year, MSA-4 has effectively implemented its planned actions, achieving significant progress. The school successfully developed and offered a broad course of study, tailored to the needs and interests of students, including unduplicated students and individuals with exceptional needs. In alignment with our objectives, the administration conducted one formal and four informal classroom observations per teacher annually. Academic performance indicators show a positive trajectory, with more students achieving a grade of “C” or better in core subjects and electives. Students have also met or exceeded the standards in the CAASPP-ELA/Literacy assessments and achieved the Distance from Standard (DFS) goals.

Although the DFS target for the CAASPP-Mathematics assessments was not met, students reached their growth targets on the Measures of Academic Progress (MAP)-Mathematics from fall to spring. English Learners (ELs) improved, achieving at least one higher English Learner Progress Indicator (ELPI) Performance Level or maintaining the highest level year-over-year, and the reclassification rate to Fluent English Proficient (RFEP) met annual goals. Additionally, students made strides in science, meeting or exceeding standards on the CAASPP-Science assessments.

Despite areas requiring further improvement, particularly in mathematics, MSA-4 is proud of its accomplishments and remains dedicated to ongoing enhancement to fulfill all LCAP goals. This commitment underscores our school's dedication to continuous improvement and excellence in education.



A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on past performance and strategic planning under LCAP Goal 4, MSA-4 plans to retain most elements aimed at fostering community connections but will also introduce targeted strategies to address specific challenges in Average Daily Attendance (ADA) and chronic absenteeism. New initiatives will include targeted outreach for at-risk students and families, incentive programs to encourage attendance, and enhanced parental communication to provide necessary resources and support.

In addition, over the next three school years, MSA-4 will update specific academic goals to drive further improvements:

The target percentage of students who have met or exceeded standards on the CAASPP-ELA/Literacy assessments will incrementally rise each year from 45.00% to 47.00%.

The goal for students meeting their growth targets on the MAP-Reading assessment will consistently be = 50.0%, along with maintaining the Conditional Growth Index and Percentile (CGI and CGP) at = 50.0%.

For CAASPP-Mathematics, the targets will be progressively set at 15%, 25%, and 30% for each subsequent year to address the previously unmet DFS targets.

To specifically bolster mathematics performance, MSA-4 will enhance its curriculum through targeted intervention programs during the school year, focusing on foundational skills and problem-solving strategies. Additionally, intensive support will be provided through remedial courses and additional sessions during summer and Saturday school programs, tailored to both ELA and Math. These enhancements are designed to bridge learning gaps and reinforce core concepts through a concentrated, immersive learning experience.

By committing to these strategic changes and setting clear, incremental targets, MSA-4 reinforces its dedication to educational excellence and equity, ensuring that all students have the resources and support necessary to achieve their full potential. These efforts aim to build on existing successes and address specific areas needing improvement, fostering an environment that promotes regular attendance and robust academic achievement.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2019-20: (2020 Dashboard) 20.0%	2021 Dashboard CCI data is not available.  2021-22: (Projected as of 5/13/22) 57.7%	2022 Dashboard CCI data is not available.  2022-23: (Projected as of 5/12/23) 57.7%	2022-23: (2023 Dashboard) 72.0%	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: 33.33%	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	2021-22: 37.50%  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-	2022-23: 44.44%  IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> <li>Grade 11 Students: 46.23%</li> </ul>	2022-23: 40.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 56.52%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 68.29%</li> </ul>	<p>ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 43.75%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 65.15%</li> </ul>		
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 Interim Assessments (IAB) to project the</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 of students meeting or exceeding standard on the 2022-23</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"> <li>Grade 11 Students: 38.89%</li> </ul>	2022-23: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 39.13%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 45.71%</li> </ul>	<p>CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 18.75%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 52.54%</li> </ul>		
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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	2021-22: (2022 Dashboard) 25.9%  2022-23: (As of 5/12/23) 66.7%	2022-23: (As of 5/20/24) 60.0%	2022-23: (2023 Dashboard) 50.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 95.5%	2020-21: 100.0%  2021-22: (As of 5/13/22) 100.0%	2021-22: (CDE DataQuest) 96.2%  2022-23: (As of 5/12/23) 100.0%	2022-23 (CDE DataQuest): 100%	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) 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 46.7%	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) 100.0%	2021-22: (As of 5/13/22) 92.0%	2022-23: (As of 5/12/23) 96.0%	2023-24: (As of 5/20/24) 100.0%	2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%	2021-22: (As of 5/13/22) 81.0%	2022-23: (As of 5/12/23) 71.0%	2023-24: (As of 5/20/24) 100.0%	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 5/20/24) 13%	2023-24: 15%
Percentage of students in the current graduating class who have taken a	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 5/20/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/20/24) 90%	2023-24: 100%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

During the 2023-24 school year, MSA-4 successfully implemented all planned actions for LCAP Goal 3, which focuses on innovation and preparing students for college and the global world. This goal aimed to ensure that all students have access to a well-rounded education that nurtures independent, innovative scholars proficient in using technology in transformative ways. The school achieved significant accomplishments, including a high percentage of students earning a 'Prepared' status on the College Career Indicator (CCI) and excelling in the CAASPP-ELA/Literacy assessments. Graduates also showed strong readiness for higher education, with many meeting UC/CSU requirements, earning the Golden State Seal Merit Diploma, and being accepted into both two-year and four-year colleges.

Despite these successes, there were challenges in certain areas, such as the percentage of students meeting standards on the CAASPP-Mathematics assessments and earning a Seal of Biliteracy. Additionally, the number of seniors who passed an AP exam during their high school years did not meet the expected targets, though performance among current AP exam takers was robust.

In response, MSA-4 plans to continue refining its approach by bolstering support in mathematics, enhancing biliteracy programs, and encouraging broader participation in AP courses and exams. The school remains committed to its innovative educational strategies, with a continued focus on integrating technology and creative learning methods to equip students with the necessary skills for a globalized world. All actions taken reflect MSA-4's dedication to achieving excellence and ensuring that every student has the opportunity to succeed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1

Budgeted: \$143,765

Actual: \$97,051

Explanation: The notable difference in actual expenditures compared to the budgeted amount was due to lowered insurance and health benefits costs in addition to salaries for the certified pupil support staff.

Goal 3 Action 2

Budgeted: \$0

Actual: \$0

Explanation: There were no planned or actual expenditures for this action, indicating that no resources were allocated or required during the period.

Goal 3 Action 3

Budgeted: \$0

Actual: \$0

Explanation: Similar to Action 2, there were no expenditures budgeted or incurred for this action, aligning perfectly with the initial financial planning.

Goal 3 Action 4

Budgeted: \$89,907

Actual: \$89,907

Explanation: The expenditures for this action matched the budgeted amount exactly, demonstrating precise budget planning and effective financial management to utilize resources as intended.

Goal 3 Action 5

Budgeted: \$163,549

Actual: \$163,549

Explanation: This action also saw a direct alignment between the budgeted and actual expenditures, indicating accurate forecasting and adherence to the planned resource allocation.



An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle for Goal 3, MSA-4 focused on fostering innovation and preparing students for a globalized future, aiming to make each student an independent, innovative scholar through creativity and transformative technology use. The outcomes of these efforts, measured through various metrics, illustrate both achievements and areas needing improvement.

Significant progress was evident in several areas. The percentage of students prepared according to the College Career Indicator (CCI) met the yearly target, reflecting effective college readiness initiatives. Similarly, the school succeeded in achieving high performance on the CAASPP-ELA/Literacy assessments for Grade 11, indicating strong competencies in critical reading and writing skills. Additionally, the rates of seniors completing college-level coursework and those earning a Golden State Seal Merit Diploma met expectations, suggesting that students are being well-prepared for post-secondary academic challenges.

In Advanced Placement (AP) courses, while current year exam takers generally scored a 3 or higher, there was a noted deficiency in the percentage of seniors who passed an AP exam during their high school years, indicating a potential area for increased support or preparation earlier in their academic career.

In terms of specialized achievements, a significant proportion of graduates met UC/CSU admission requirements and were accepted into both two-year and four-year colleges, affirming the effectiveness of the school's guidance and college preparatory programs. Additionally, students actively engaged in advanced math and technology courses, and many participated in creating or demonstrating STEAM-focused projects, showcasing a robust integration of science, technology, engineering, arts, and mathematics into the curriculum.

However, there were notable challenges in mathematics performance, with students in Grade 11 not meeting the standard on the CAASPP-Mathematics assessments. Furthermore, the percentage of cohort graduates earning a Seal of Biliteracy was below expectations, suggesting a need for enhanced language and literacy interventions.

Overall, while MSA-4 has made commendable progress towards achieving the objectives of LCAP Goal 3, continuous efforts to enhance mathematics education and literacy programs will be crucial to addressing the existing gaps and ensuring that all students are fully equipped for college and beyond.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on the past LCAP cycle, MSA-4 will maintain most of its current strategies as they have largely contributed to achieving Goal 3. However, we will make specific improvements in areas where outcomes fell short. We plan to enhance our mathematics support and bolster

our language and literacy programs, particularly to improve performance on the CAASPP-Mathematics assessments and increase Seal of Biliteracy rates.

To address these needs, we will refine our instructional methods and expand interventions during summer and Saturday school sessions. These enhanced interventions will provide focused support and additional learning opportunities to help students meet their academic targets. This balanced approach of maintaining successful strategies while improving targeted areas underscores our commitment to continuous improvement and educational excellence.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 4	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 5/20/24) 4	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 5/20/24) 8	2023-24: 8
Number of activities/events for parent involvement per year (Source:	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 5/20/24) 22	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 6/14/24) 4	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 45.0%	2021-22: (As of 5/13/22) 32.1%	2022-23: (As of 5/12/23) 59.8%	2023-24: (As of 5/20/24) 29.3%	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-2 ADA) 89.60%	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 5/31/24) 38.0%	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:	2022-23: (CDE DataQuest) 4.2%	2022-23: (CDE DataQuest) 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			0.0%	2023-24: (As of 6/3/24) 6.7%	
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%
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 5/31/24) 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 5/31/24) 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%	2023-24: Students: 100.0% Families: 100.0% Staff: 100.0%	2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	2023-24: Students: 70.0% Families: 96.0% Staff: 94.0%	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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For the 2023-24 school year, MSA-4 successfully aligned its actual implementation with the planned actions under Goal 4, which focuses on fostering connections among students, families, staff, and educational partners. The goal aimed to ensure that all involved parties have access to meaningful engagement opportunities, enhancing a sense of community and connectedness.

All key actions, including the number of Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings, were carried out as planned, contributing to increased parental involvement and community engagement. Additionally, the school consistently sent progress reports to parents and maintained a robust schedule of activities and events for parent involvement, all of which met the planned targets.

Other significant measures such as home visits by teachers, chronic absenteeism rates, and the graduation rate also aligned closely with the goals set out. The implementation of these actions contributed effectively to building a nurturing environment that cultivates leadership, advocacy, and collaboration.

The consistent execution of these actions across the board underscores MSA-4's commitment to creating a supportive and inclusive educational environment, directly reflecting the strategic intent of LCAP Goal 4 without any substantive differences between planned and actual activities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted: \$0

Actual: \$0

Explanation: There were no budgeted or actual expenditures for this action, indicating that no financial resources were allocated.

Goal 4 Action 2

Budgeted: \$123,128

Actual: \$123,128

Explanation: The expenditures for this action matched the budgeted amount exactly, demonstrating precise financial planning and effective resource management.

Goal 4 Action 3

Budgeted: \$363,097

Actual: \$233,402

Explanation: The substantial decrease in actual expenditures compared to the budgeted amount was due to hiring faculty and staff who are in their beginning years of profession. As a result, the costs of salaries, benefits, and insurance for those staff came out less than budgeted at the end of last fiscal year.

Goal 4 Action 4

Budgeted: \$500

Actual: \$500

Explanation: The expenditures for this action were exactly as budgeted, showing effective adherence to the planned financial outlay.

Goal 4 Action 5

Budgeted: \$118,112

Actual: \$118,112

Explanation: This action also saw a direct alignment between the budgeted and actual expenditures, indicating accurate forecasting and financial management.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, MSA-4 implemented a series of actions under Goal 4 aimed at enhancing connection and community engagement among students, families, staff, and educational partners. The overall effectiveness of these actions varied, with most achieving the set goals, demonstrating successful outcomes in cultivating a safe and nurturing environment that fosters leadership, advocacy, and collaboration.

The school consistently met its goals for the number of Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings, which played a crucial role in fostering engagement and providing platforms for feedback. Numerous activities and events were organized for parent involvement, enhancing the partnership between the school and families and ensuring parents were actively engaged in the school community. Progress reports were regularly sent to parents, maintaining transparent communication about student progress and school activities. Home visits by teachers were successfully conducted, exceeding the goal and deepening personal connections with families, which is critical in a supportive educational environment. High school dropout rates showed progress, while the graduation rate met its targets, indicating effective strategies in keeping students engaged and on track for completion. Student suspension and expulsion rates met goals, reflecting robust behavior management strategies. Participation in school experience surveys was high among students, families, and staff, with approval rates also meeting targets, suggesting overall satisfaction with the school's efforts to foster a positive educational experience.

The school did not meet its goal for reducing chronic absenteeism. Despite efforts, this area saw less than anticipated progress, indicating a need for enhanced strategies to address barriers to regular attendance. In summary, MSA-4's actions under Goal 4 during the LCAP cycle were largely effective, leading to improved community engagement and a stronger sense of connection among all school stakeholders. However, the challenge with chronic absenteeism remains a critical focus area, requiring targeted interventions to ensure all students regularly participate in the educational process. This mixed outcome highlights the school's successes in fostering a connected community while also underscoring the ongoing need for improvement in specific operational areas.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on past performance under LCAP Goal 4, MSA-4 plans to retain most elements aimed at fostering community connections but will introduce new strategies to improve Average Daily Attendance (ADA) and reduce chronic absenteeism. The school will implement targeted outreach programs for at-risk students and families, and may introduce incentives to encourage consistent attendance. Additionally, enhanced communication efforts with parents will provide support and resources to help overcome attendance barriers. These changes aim to build on existing successes while addressing areas needing improvement, ensuring a supportive environment that promotes regular school attendance.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org (310) 473-2464

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy 4 (MSA-4) is a STEAM-focused state-authorized charter school in Los Angeles, CA, serving students in grades 9-12. MPS opened Magnolia Science Academy 4 (MSA-4) in the fall of 2008. MSA-4 operates as a site based school that is designed to meet the needs of the students within the boundaries of Los Angeles Unified School District (LAUSD), the school has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The Board of MPS consistently strives to ensure that MSA-4 offers a successful educational model with fidelity.

Magnolia Public Schools (MPS) formerly known as the Magnolia Educational & Research Foundation, is a non-profit organization established in 1997. The founders, a group of active community members and educators in Southern California, aspired to improve educational opportunities in underserved communities. The vision of the Foundation was to inspire students to pursue career paths in science, mathematics, and technology.

In 1998, MPS began organizing volunteer tutors for middle and high schools in math, science, and technology through their partnerships with local universities in Southern California. In 1999, it organized and implemented a joint program with the Culver City Unified School District to provide tutoring for students throughout the city and later expanded the program to include the San Fernando Valley. These programs resulted in a collaborative effort with school districts to develop partnerships to support educational initiatives. In the fall of 2002, MPS established its first charter school, Magnolia Science Academy -1 Reseda (MSA 1) in the San Fernando Valley. Since then, MPS has established or acquired eleven successful charter schools throughout California that provide innovative and high-quality STEAM education, predominately serving low-income neighborhoods.

MSA-4 strives to provide its students with a rigorous, Common Core Standards-based educational program within a culture that embraces diversity and innovation. Classroom instruction at MSA-4 is supplemented by tutoring, peer mentoring, after-school programs, and school-to-university connections. Most recently, our school joined the California Interscholastic Federation (CIF), allowing students to participate in sports to maintain a healthy balance between academics and physical health. MSA-4 has created a supportive and caring environment with small classes with strong student, parent, and teacher communication, improving students’ knowledge and skills in core subjects. This

approach aims at increasing students' objective and critical thinking skills and their chances of success in higher education settings and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, fulfilling the intent of the California Charter Schools Act.

#### Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college-preparatory STEAM educational experience in an environment that cultivates respect for self and others.

#### Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

#### Our Goals

Our objective through 2027 is to increase students' opportunities and potential for success. It is directly tied to MSA-4's academic and professional development with teachers and strives to empower our students with choice and voice.

By 2027 Magnolia Science Academy-4's graduates will be productive, innovative, and responsible individuals who pursue their passions and educational opportunities and are poised to be change agents within their communities.

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-4 has established a culture of gathering input from parents, students, teachers, staff, and community members through multiple channels, including meetings, Town Hall events, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all educational partners are invited to be involved in the school review and improvement process, including the development of our annual LCAP. Informational and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, English Language Advisory Committee (ELAC), Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Admin Team meetings, Staff Meetings, Department Meetings, Grade Level Meetings, and Home Visits. In addition, the school conducts surveys for parents, students, and teachers. Therefore, the LCAP is received by our community as a comprehensive planning tool.

Magnolia Science Academy-4 went through a thorough analysis of the data at hand (SBAC scores, MAP Scores, and teacher feedback based on class data) in an effort to target the areas of need to support growth. The Admin team, staff, and Parent Advisory Committee (PAC) all participate in developing the school-wide areas of the target for this school year. The team devised three goals, and under each goal, all eight state priorities were identified. The three overarching goals are (1) All students will pursue academic excellence and be college/career ready, (2) All students will become independent, innovative scholars, and (3) All students, families, staff, and other educational partners will feel a sense of community and connectedness.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

## SUCSESSES

MSA-4 celebrates our successes around our graduation, reclassification rates, and college acceptance rates.

Our graduation rate continues to be strong. We have maintained a 90% or above rate for the last three years and are on track to maintain that rate for the upcoming year. This is an area of considerable pride for us in that we often enroll students with credit deficiencies and/or other challenges and manage to support them as they progress toward academic and social success. We seek out opportunities for them to complete coursework in an expeditious manner through Edgenuity. This online platform allows students to work at an accelerated rate to complete credit recovery courses. Our students know that we will support them in what they need. For the last three years, a high rate of each graduating class from Magnolia Science Academy - 4 has met the UC/CSU A-G requirements. Our UC/CSU completion rate has been higher than both LAUSD and state averages in the past three years. MSA-4 has made it its mission that every graduate be prepared for and able to attend their college of choice. Because of this mission, our high school graduation requirements align with the UC/CSU A-G courses so that each student can attend a four-year university.

MSA-4 celebrates the fact that we have actively created a college-going culture. As a result, our college acceptance rate has been fairly strong over the last three years.

MSA-4 has maintained a high college acceptance rate when compared to State and District averages. Our college acceptance rate fluctuates, but at least 50% of our students get accepted to 4-year colleges. Our college acceptance rate for 2-year or 4-year colleges has been 100%, and 100% of our students got accepted to 4-year colleges as of June 2024.

Our faculty and staff have been working diligently over the past three years to increase student achievement and prepare students for the Smarter Balanced Assessment Consortium (SBAC) end-of-year assessments. One of our goals is to attend to the needs of our numerically significant subgroups, which include our Hispanic or Latino population (86%), English Learners (25.6%), and our socioeconomically disadvantaged students (96%).

### English Language Arts (ELA) Performance:

The historical SBAC proficiency rates for ELA at MSA-4 demonstrate a significant upward trend over the past few years. In 2019, only 27.12% of students met or exceeded the standards. This figure steadily increased, reaching 37.50% in 2022, and further improving to 44.44% in 2023. The most recent data from 2024 shows a continued positive trajectory with 47.46% of students meeting or exceeding the standards. This consistent improvement in ELA scores reflects the effectiveness of targeted strategies such as the implementation of a school-wide ACE writing program, the use of MyON reading program during Advisory, and the introduction of rigorous grade-level content in ELA classes. Additionally, focused interventions for English Language Learners (ELL) and intensive ELD support have contributed to these positive outcomes.

### Mathematics Performance:

The proficiency rates in mathematics present a more complex picture, with significant fluctuations over the years. In 2019, only 8.47% of students met or exceeded the standards. This rate increased to 25.00% in 2022 but declined to 11.11% in 2023. However, the latest data from 2024 shows a slight improvement, with 15.25% of students meeting or exceeding the standards.

Despite the improvement from 2023 to 2024, the math scores highlight an ongoing challenge. To address this, we have implemented several strategies, such as targeted pull-outs during Study Hour, IXL Math skill practice during Advisory, rigorous daily class instruction, before and after-school tutoring, and Saturday school support for struggling students. These interventions are designed to provide additional support and ensure that all students have the opportunity to improve their math skills.

#### Targeted Interventions and Continuous Improvement:

Our dashboard data indicates that socioeconomically disadvantaged students, students with disabilities, and Hispanic students are our greatest areas of need. Targeted intervention groups formed using internal MAP Growth data, teacher observations, and formative assessments have been crucial in addressing these needs. These groups receive support during study hour classes, before- and after-school tutoring, and Saturday school. The intervention groups are revisited quarterly, and adjustments are made based on student progress.

Overall, MSA-4 has made significant strides in improving ELA proficiency rates and continues to work on enhancing math performance. The upward trend in ELA results and the recent improvement in math scores demonstrate the effectiveness of our current strategies. We will continue to refine and implement these strategies, focusing on targeted interventions to ensure all students have the opportunity to succeed. By addressing the specific needs of our diverse student population and continuously evaluating our approaches, we aim to achieve even greater academic success in the coming years.

Based on MAP data from the past year, all tested grade levels demonstrated growth from Fall to Spring in both reading and mathematics, as evidenced by average RIT scores. During the 2023-24 school year, there was a positive increase in RIT points across all grade levels for both Math and ELA, indicating student progress. While this growth is promising, we aim to achieve even higher levels of improvement in both subjects from Fall to Spring. Our ongoing efforts focus on equipping students with the strategies, skills, and tools necessary to excel in computer-based assessments, ensuring that their true abilities and areas of need are accurately reflected in the test results.

Additionally, our ELD Coordinator and teachers have diligently administered the Initial and Annual ELPAC assessments to determine students' English Language Status or Proficiency levels. The 2023-24 ELPAC test results revealed that 70% of EL students showed growth, and 19% of our EL students are eligible for reclassification as of June 2024. These results highlight the effectiveness of our English Language Development program and our commitment to supporting EL students in achieving language proficiency and academic success.

## CHALLENGES

This year, MSA-4 is maintaining its focus on overall student data, with a heightened emphasis on mathematics, as this area remains a significant challenge. Our primary objective is to improve the proficiency rate from the current 35%.

To achieve this, MSA-4 will continue leveraging IAB (Interim Assessment Block) data to monitor student progress and implement more targeted instruction and interventions.



We have seen an increase in overall satisfaction among both students and staff. MSA-4 continues to implement PBIS (Positive Behavior Interventions and Supports) and MTSS (Multi-Tiered Systems of Support), and we will continue to provide professional development for staff in these areas.

Recognizing the ongoing need to enhance student performance in ELA and Math, we have set a goal to decrease the number of students not meeting standards by 9% over the next three years. Students requiring additional support are enrolled in enrichment classes, after-school tutoring, and Saturday school, where they receive targeted interventions. Progress is closely monitored, and students may switch electives once they achieve sufficient gains toward proficiency.

Dashboard data highlights that our socioeconomically disadvantaged students, students with disabilities, and Hispanic populations require the most support. Intervention groups were established at the beginning of the year using internal MAP Growth data and are provided support during study hours, after-school sessions, and Saturday school. These groups are reassessed quarterly, and adjustments are made based on student progress.

Various factors influence our ELL students' progress. These students come from diverse backgrounds and face numerous classroom challenges. Some are newcomers to the country, while others have lacked effective literacy instruction, hindering their mastery of English content. Many of our ELL students also have specific learning disabilities. Despite these challenges, we strive to offer comprehensive support to all students to aid their English language proficiency. Although not required, we provide a daily designated EL class for high school students to further support their learning needs.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	At MSA-4, engaging parents in the development of the Local Control and Accountability Plan (LCAP) is a priority. We ensure diverse representation by including parents of students with disabilities, English Learners, and socioeconomically disadvantaged students in our Parent Advisory Committee (PAC). Throughout the school year, we hold eight PAC meetings where parents provide valuable feedback that shapes the LCAP. Additionally, parents participate in English Learner Advisory Committee (ELAC) meetings, where their input is crucial in addressing the needs of English Learners. These meetings foster open communication and ensure that parents' voices and concerns are addressed in our planning process.
Students	Students also play a crucial role in the development of the LCAP at MSA-4. We have student representatives as part of our PAC meetings, ensuring that their perspectives and experiences are considered. By including students, we ensure that the LCAP reflects their needs and aspirations, creating a more inclusive and supportive educational environment. Students also participate in ELAC meetings, providing their insights on the challenges and needs of English Learners, further enriching the LCAP development process.
Teachers	Teachers and staff are actively involved in the LCAP development through their participation in weekly staff meetings. During these meetings, they discuss various aspects of the LCAP, providing insights based on their classroom experiences and professional expertise. This regular engagement ensures that the LCAP is informed by those who directly implement it, leading to more effective

Educational Partner(s)	Process for Engagement
	and practical strategies. Teachers and staff also contribute to ELAC meetings, offering their perspectives on instructional strategies and support mechanisms for English Learners.
School administrators	School administrators are integral to the LCAP development process. They participate in both PAC and staff meetings, contributing to discussions and decisions about the LCAP. Additionally, the development of the LCAP is a recurring topic during weekly administrative meetings. This continuous dialogue among administrators ensures that the LCAP aligns with the school's overall vision and operational goals. Administrators also attend ELAC meetings, helping to ensure that the needs of English Learners are considered in the broader context of school planning and resource allocation.
Other school personnel	Teachers and staff are actively involved in the LCAP development through their participation in weekly staff meetings. During these meetings, they discuss various aspects of the LCAP, providing insights based on their classroom experiences and professional expertise. This regular engagement ensures that the LCAP is informed by those who directly implement it, leading to more effective and practical strategies. Teachers and staff also contribute to ELAC meetings, offering their perspectives on instructional strategies and support mechanisms for English Learners.
SELPA	The Special Education Local Plan Area (SELPA) plays a vital role in the LCAP development process by providing input through the Special Education (SPED) department during administrative and staff meetings. This collaboration ensures that the needs of students with disabilities are adequately addressed in the LCAP. SELPA representatives contribute their expertise, helping to shape strategies and interventions that support the academic and social-emotional growth of students with special needs. Their feedback and recommendations are integral to creating an inclusive and supportive educational environment.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The process for developing, implementing, and monitoring the schoolwide action plan aligned with LCAP (Local Control and Accountability Plan) goals at Magnolia Science Academy-4 is a well-structured and comprehensive approach that spans the entire academic year. It begins

with a thorough review of the previous year's LCAP progress to identify necessary changes and ensure the provision of basic services. These foundational services include teacher assignments, instructional materials, technology access, and safe facilities, forming the basis upon which the LCAP goals are built.

Throughout the year, we engage in crucial activities involving in-depth data analysis using a variety of assessments, such as CAASPP and MAP tests, Student Progress Reports, and IAB results. SMART goals are established collaboratively with department chairs, and regular progress updates are presented to the School Leadership Team (SLT) and various educational partners.

Public engagement is a significant focus, with presentations to educational partners, parent meetings, and public hearings ensuring that the community is informed and involved. The process culminates in presenting the final LCAP to the Board for approval and submission to authorizers, ensuring transparency and accountability in achieving the school's goals and outcomes.

In sum, Magnolia Science Academy-4's LCAP process is a holistic and collaborative approach rooted in data analysis, strategic goal-setting, and community involvement, all aimed at achieving the school's objectives and delivering a high-quality education to its students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 93.8%			2024-25: > 85%	
1.2	Percentage of students without access to their	2023-24: 0%			2026-27: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2026-27: 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 33%			2026-27: (Fall 2025 to Fall 2026) >= 80%	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 97.0%			2026-27: >= 95.0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$12,300.00	No
1.2	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.	\$98,600.13	No



Action #	Title	Description	Total Funds	Contributing
		<p>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 copier fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items.</p>	\$260,184.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.), insurance costs (workers compensation, CharterSAFE, etc.) , yearbook, and transportation expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
<b>1.4</b>	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$9,000.00	Yes
<b>1.5</b>	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial</p>	\$252,968.65	No

Action #	Title	Description	Total Funds	Contributing
		<p>sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;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>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Portrait of a Graduate,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%			2026-27: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 98%			2026-27: >= 85%	
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 74%			2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 44.44%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged : 44.44%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 47.00%</li> <li>English Learners: *</li> <li>Socioeconomically</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: *</li> <li>• Asian: *</li> <li>• Hispanic: 43.75%</li> <li>• White: *</li> </ul>			<ul style="list-style-type: none"> <li>• Disadvantaged: &gt;= 47.00%</li> <li>• Students with Disabilities: *</li> <li>• Hispanic: &gt;= 47.00%</li> <li>• White: *</li> </ul>	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>• All Students: 15.4 points below standard</li> <li>• English Learners: *</li> <li>• Socioeconomically Disadvantaged: 15.4 points below standard</li> <li>• Students with Disabilities: *</li> <li>• Asian: *</li> <li>• Hispanic: 15.8 points below standard</li> <li>• White: *</li> </ul>			<p>2025-26: (2026 Dashboard)</p> <ul style="list-style-type: none"> <li>• All Students: 5.0 points below standard</li> <li>• English Learners: *</li> <li>• Socioeconomically Disadvantaged: 5.0 points below standard</li> <li>• Students with Disabilities: *</li> <li>• Hispanic: 5.0 points below standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>White: *</li> </ul>	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 80.2%</li> <li>English Learners: 78.9%</li> <li>Socioeconomically Disadvantaged: 78.8%</li> <li>Students with Disabilities: 66.7%</li> <li>Hispanic: 79.5%</li> <li>White: *</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: <math>\geq 50\%</math></li> <li>English Learners: <math>\geq 50\%</math></li> <li>Socioeconomically Disadvantaged: <math>\geq 50\%</math></li> <li>Students with Disabilities: <math>\geq 50\%</math></li> <li>Hispanic: <math>\geq 50\%</math></li> <li>White: *</li> </ul>	
2.7	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 3.89 (CGP: 100th percentile)</li> <li>English Learners: CGI: 0.00 (CGP: 79th percentile)</li> <li>Socioeconomically Disadvantaged</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>English Learners: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>: CGI: 3.81 (CGP: 100th percentile)</li> <li>• Students with Disabilities: *</li> <li>• Hispanic: CGI: 3.86 (CGP: 100th percentile)</li> <li>• White: *</li> </ul>			<ul style="list-style-type: none"> <li>percentile )</li> <li>• Socioeconomically Disadvantaged: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>• Students with Disabilities: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>• Hispanic: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>• White: *</li> </ul>	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>• All Students: 11.11%</li> <li>• English Learners: *</li> <li>• Socioeconomically Disadvantaged: 11.11%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>• All Students: <math>\geq</math> 20.00%</li> <li>• English Learners: *</li> <li>• Socioeconomically</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: *</li> <li>• Asian: *</li> <li>• Hispanic: 31.5%</li> <li>• White: *</li> </ul>			<ul style="list-style-type: none"> <li>• Disadvantaged: &gt;= 20.00%</li> <li>• Students with Disabilities: *</li> <li>• Hispanic: &gt;= 33.00%</li> <li>• White: *</li> </ul>	
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>• All Students: 136.1 points below standard</li> <li>• English Learners: *</li> <li>• Socioeconomically Disadvantaged: 136.1 points below standard</li> <li>• Students with Disabilities: *</li> <li>• Asian: *</li> <li>• Hispanic: 138.4 points below standard</li> <li>• White: *</li> </ul>			<p>2025-26: (2026 Dashboard)</p> <ul style="list-style-type: none"> <li>• All Students: 95.0 points below standard</li> <li>• English Learners: *</li> <li>• Socioeconomically Disadvantaged: 95.0 points below standard</li> <li>• Students with Disabilities: *</li> <li>• Hispanic: 95.0</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					points below standard <ul style="list-style-type: none"> <li>White: *</li> </ul>	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 74.7%</li> <li>English Learners: 73.7%</li> <li>Socioeconomically Disadvantaged: 73.3%</li> <li>Students with Disabilities: 71.4%</li> <li>Hispanic: 73.8%</li> <li>White: *</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: <math>\geq 50\%</math></li> <li>English Learners: <math>\geq 50\%</math></li> <li>Socioeconomically Disadvantaged: <math>\geq 50\%</math></li> <li>Students with Disabilities: <math>\geq 50\%</math></li> <li>Hispanic: <math>\geq 50\%</math></li> <li>White: *</li> </ul>	
2.11	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 4.58 (CGP: 100th percentile)</li> <li>English Learners: CGI: 0.00 (CGP: 50th percentile)</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>English Learners:</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	norms (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged : CGI: 4.07 (CGP: 100th percentile)</li> <li>Students with Disabilities: *</li> <li>Hispanic: CGI: 4.66 (CGP: 100th percentile)</li> <li>White: *</li> </ul>			<ul style="list-style-type: none"> <li>CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> <li>Socioeconomically Disadvantaged: CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> <li>Students with Disabilities: CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> <li>Hispanic: CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> <li>White: *</li> </ul>	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2022-23: (2023 Dashboard) 61.1%			2025-26: (2026 Dashboard) >= 50.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(ELP) between prior and current year (Source: CA School Dashboard)					
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 27.8%			2025-26: (CDE DataQuest) ≥ 10.0%	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>• All Students: 11.11%</li> <li>• English Learners: *</li> <li>• Socioeconomically Disadvantaged : 11.11%</li> <li>• Students with Disabilities: *</li> <li>• Hispanic: 12.5%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>• All Students: ≥ 30.00%</li> <li>• English Learners: *</li> <li>• Socioeconomically Disadvantaged: ≥ 30.00%</li> <li>• Students with Disabilities: *</li> <li>• Hispanic: ≥ 30.00%</li> <li>• White: *</li> </ul>	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
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 standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	\$753,143.38	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$5,131</li> </ul>	\$24,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: 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 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"> <li>• Teacher &amp; admin stipends for Study Hour &amp; Saturday school Resource: Title I, Part A; Amount: \$50,932.31</li> <li>• NWEA MAP testing fees: Resource: Title I, Part A; Amount: \$17,234.5</li> <li>• Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$5,000</li> </ul>	\$265,257.23	Yes
2.4	Designated and integrated ELD	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	programs and support for ELs	<p>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, including newcomers and LTELs, 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 stipend.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
<b>2.5</b>	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least</p>	\$255,877.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

It is the Charter School’s vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 13%			2026-27: >= 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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)	2023-24: (As of 5/20/24) 100%			2026-27: >= 90%	
3.3	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)	2023-24: (As of 5/20/24) 90%			2026-27: >= 80%	
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.0%			2025-26: (2026 Dashboard) >= 55.0%	
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 44.44%			2025-26: >= 55.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 11.11%			2025-26: >= 35.00%	
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 58.3%			2025-26: >= 55.0%	
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 16.0%			2025-26: >= 55.0%	
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 36.0%			2025-26: (2026 Dashboard) >= 35.0%	
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (CDE DataQuest): 96.0%			2025-26: (2026 Dashboard) >= 90.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)					
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2025-26: (2026 Dashboard) >= 10.0%	
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2025-26: (2026 Dashboard) >= 10.0%	
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 0.00%			2025-26: (CDE DataQuest) >= 20.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)					
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 47.8%			2025-26: (CDE DataQuest) ≥ 30.0%	
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 46.7%			2026-27: ≥ 50.0%	
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%			2026-27: ≥ 90%	
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%			2026-27: ≥ 60%	
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.2%			Class of 2024: ≥ 60%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$145,133.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: \$16,218.33</li> </ul>		
3.2	STEM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and 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 STEM program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$0.00	Yes
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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</p>	\$0.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>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 may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.</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	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p>	\$9,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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	Additional programs and activities that support well-rounded education	<p>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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.</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>	\$181,957.75	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8			2026-27: >= 8	
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 8			2026-27: >= 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22			2026-27: ≥ 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 29.3%			2026-27: ≥ 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 89.60%			2026-27: (P-2 ADA) ≥ 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) N/A%			2025-26: (2026 Dashboard) ≤ 20.0%	
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: N/A			2026-27: ≤ 2.0%	
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 4.2%			2025-26: (CDE DataQuest) ≤ 2.0%	
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 96.0%			2025-26: (2026 Dashboard) ≥ 95.0%	
4.10	Student Suspension Rate (Source: CA	2022-23: (2023 Dashboard) 4.9%			2025-26: (2026 Dashboard) ≤ 2.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Dashboard, CALPADS)					
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) ≤ 0.50%	
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 100.0% Families: 100.0% Staff: 100.0%			2026-27: Students: ≥ 95.0% Families: ≥ 75.0% Staff: ≥ 95.0%	
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 70.0% Families: 96.0% Staff: 94.0%			2026-27: Students: ≥ 65% Families: ≥ 95% Staff: ≥ 80%	
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,	2023-24: Students: 75% Families: 95% Staff: 100%			2026-27: Students: ≥ 75% Families: ≥ 95% Staff: ≥ 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 89.16%			2026-27: (Spring 2026 to Fall 2026) >= 85%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	<p>Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family 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>	\$275.00	Yes
4.2	Building relationships and partnerships with families for student outcomes	<p>Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators</p>	\$126,944.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. 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 also support families to understand and exercise their legal rights and advocate for their own students and all students. 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> <ul style="list-style-type: none"> <li>• ParentSquare software fees: Resource: Title I, Part A: Amount: \$600</li> <li>• Home Visit Compensation: Resource: Title I, Part A: Amount: \$4,236.75</li> </ul>		



Action #	Title	Description	Total Funds	Contributing
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</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 expenses, 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>	\$276,079.90	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li data-bbox="562 126 1520 196">Additional services for homeless students: Resource: Title I, Part A; Amount: \$1,145</li> </ul>		
4.4	Annual educational partner surveys	<p data-bbox="506 321 1566 789">Charter School will annually administer school experience surveys to students, families, 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 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 data-bbox="506 833 1535 902">Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p data-bbox="506 946 1402 1016">The following expenditures will be funded by federal Title funds: 5800 Professional Services: 3010 Title 1: \$500</p>	\$500.00	Yes
4.5	Community outreach and partnerships	<p data-bbox="506 1133 1549 1495">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>	\$125,570.63	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Community Schools Coordinator 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>		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$601,223	\$44,247

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.129%	1.493%	\$17,697.52	29.622%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Healthy and nutritious meals</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There</p>	<p>MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is a need to provide all our students with healthy and nutritious meals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary</p>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

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		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	<p><b>Action:</b> Professional development for high-quality instruction</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded</li> </ul>

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		<p>the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.</p>	<p>standard on the CAASPP- ELA/Literacy assessments (Source: CDE DataQuest)</p> <ul style="list-style-type: none"> <li>• Distance from Standard (DFS) on the CAASPP- ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> </ul>



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			<ul style="list-style-type: none"> <li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.3</b></p>	<p><b>Action:</b> MTSS - Academic enrichment, intervention, and student support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,</li> </ul>

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	<p>Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.</p>	<p>TeachBoost/SchoolMint Grow)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li> </ul>

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			<p>assessment from fall to spring (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.4</b></p>	<p><b>Action:</b> Designated and integrated ELD programs and support for ELs</p> <p><b>Need:</b></p>	<p>Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD</p>	<p>Goal 2: For all students, but particularly for the EL and LTEL student groups:</p>

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	<p>The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated</p>	<ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li> </ul>

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		<p>ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.</p>	<p>(Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li> </ul>

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			<p>PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)</li> </ul>
<p><b>3.1</b></p>	<p><b>Action:</b> College/Career readiness programs and activities</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</li> <li>Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>Percentage of seniors who have passed an AP exam with a score of 3 or</li> </ul>



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		<p>studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.</p>	<p>higher during their high school years (Source: College Board)</p> <ul style="list-style-type: none"> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and</li> </ul>

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			<p>frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college</li> </ul>

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			<p>(Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul>
<p><b>3.2</b></p>	<p><b>Action:</b> STEM and GATE programs</p> <p><b>Need:</b> Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)</li> <li>• 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)</li> <li>• Percentage of students who have created or demonstrated a STEAM focused</li> </ul>

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		<p>through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.</p>	<p>project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Digital literacy and citizenship programs</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.</p>	<p>With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>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)</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>	<p>model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.</p>	
<p><b>3.4</b></p>	<p><b>Action:</b> Physical education, activity, and fitness</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.</p> <p><b>Scope:</b></p>	<p>MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>School experience survey "overall</li> </ul>

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	LEA-wide	students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	<p><b>Action:</b> Additional programs and activities that support well-rounded education</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem</p>	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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)</li> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>types of courses:            courses that satisfy the requirements for entrance to the UC/CSU and            courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks            (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
4.1	<b>Action:</b> Seeking family input for decision-making	Considering the needs of our unduplicated students and their families, Charter School will	Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.</p> <p><b>Scope:</b> LEA-wide</p>	<p>hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for</p>	<ul style="list-style-type: none"> <li>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

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		<p>Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.2</b></p>	<p><b>Action:</b> Building relationships and partnerships with families for student outcomes</p> <p><b>Need:</b> Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the</p>	<p>In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Number of activities/events for parent involvement per year (Source:</li> </ul>

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	<p>cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student</p>	<p>Local Indicator Priority 3)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</li> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA</li> </ul>

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		<p>learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates"</li> </ul>



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			<p>based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>4.3</b></p>	<p><b>Action:</b> MTSS - PBIS and SEL support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence,</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills 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</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following</li> </ul>

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		<p>enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

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<p><b>4.4</b></p>	<p><b>Action:</b> Annual educational partner surveys</p> <p><b>Need:</b> It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education.</p>	<p>Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>	<p>coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.5</b></p>	<p><b>Action:</b> Community outreach and partnerships</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year</li> </ul>

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	<p>parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>accepted to a 4-year college (Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates" based on the</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators."            (Source: Local Indicator Priority 6, Panorama Education)</p>

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-4 will utilize the concentration grant add-on funds (\$44,247) in the following manner:

MSA-4 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,137,405	\$601,223	28.129%	1.493%	29.622%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,878,934.60	\$787,793.18	\$4,790.00	\$126,193.89	\$2,797,711.67	\$1,958,349.39	\$839,362.28

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	\$0.00	\$12,300.00	\$12,300.00				\$12,300.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	\$0.00	\$98,600.13	\$66,600.13	\$32,000.00			\$98,600.13	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	\$16,129.00	\$244,055.00	\$260,184.00				\$260,184.00	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	\$0.00	\$252,968.65	\$234,062.65	\$18,906.00			\$252,968.65	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	\$743,143.38	\$10,000.00	\$581,686.41	\$171,456.97			\$753,143.38	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$24,131.00	\$3,000.00	\$16,000.00		\$5,131.00	\$24,131.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$242,022.73	\$23,234.50	\$130,225.40	\$61,865.02		\$73,166.81	\$265,257.23	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$216,192.00	\$39,685.00	\$123,114.34	\$107,566.66		\$25,196.00	\$255,877.00	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$135,133.00	\$10,000.00	\$128,914.67			\$16,218.33	\$145,133.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$9,790.00	\$5,000.00		\$4,790.00		\$9,790.00	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$114,964.75	\$66,993.00	\$173,464.75	\$8,493.00			\$181,957.75	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$275.00	\$275.00				\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$119,344.00	\$7,600.00	\$122,107.25			\$4,836.75	\$126,944.00	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$264,849.90	\$11,230.00	\$10,000.00	\$264,934.90		\$1,145.00	\$276,079.90	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$500.00				\$500.00	\$500.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$106,570.63	\$19,000.00	\$19,000.00	\$106,570.63			\$125,570.63	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,137,405	\$601,223	28.129%	1.493%	29.622%	\$600,987.07	0.000%	28.118 %	<b>Total:</b>	\$600,987.07
								<b>LEA-wide Total:</b>	\$600,987.07
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$9,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,225.40	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	\$0.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$128,914.67	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$5,000.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$173,464.75	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,107.25	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,000.00	



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$2,990,343.00	\$2,814,085.56

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$10,300	\$12,300.00
1	1.2	Instructional materials and technology	No	\$134,794	\$134,793.59
1	1.3	Clean and safe facilities that support learning	No	\$281,184	\$314,184.00
1	1.4	Healthy and nutritious meals	Yes	\$9,000	\$9,000.00
1	1.5	Well-orchestrated Home Office support services	No	\$277,968	\$277,968.22
2	2.1	Broad course of study and standards-based curriculum	No	\$739,123	\$708,528.03
2	2.2	Professional development for high-quality instruction	Yes	\$24,131	\$24,131.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$261,839	\$257,583.60
2	2.4	Designated and integrated ELD programs	Yes		
2	2.5	Support for students with disabilities	No	\$249,945	\$249,945.08
3	3.1	College/Career readiness programs and activities	Yes	\$143,765	\$97,051.82

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEAM and GATE programs	Yes		
3	3.3	Digital literacy and citizenship programs	Yes		
3	3.4	Physical education, activity, and fitness	Yes	\$89,907	\$89,907.27
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$163,549	\$163,549.32
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$123,129	\$123,128.84
4	4.3	MTSS - PBIS and SEL support	Yes	\$363,097	\$233,402.51
4	4.4	Annual stakeholder surveys	Yes	\$500	\$500.00
4	4.5	Community outreach and partnerships	Yes	\$118,112	\$118,112.28

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$521,293	\$350,229.55	\$503,595.48	(\$153,365.93)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$9,000.00	\$9,000.00		
2	2.2	Professional development for high-quality instruction	Yes	\$2,000.00	\$3,000.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$126,593.90	\$126,593.90		
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	\$5,000.00	\$86,594.02		
3	3.2	STEAM and GATE programs	Yes	\$1.00			
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.4	Physical education, activity, and fitness	Yes	\$5,000.00	\$5,000.00		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$13,500.00	\$58,500		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$118,292.09	\$118,292.09		
4	4.3	MTSS - PBIS and SEL support	Yes	\$56,342.56	\$77,615.47		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual stakeholder surveys	Yes	\$500.00			
4	4.5	Community outreach and partnerships	Yes	\$14,000.00	\$19,000		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,185,447	\$521,293	0.000%	43.974%	\$503,595.48	0.000%	42.481%	\$17,697.52	1.493%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.



Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

**Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.



- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.



- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**



- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 5

CDS Code: 19-10199-0137679

School Year: 2024-25

LEA contact information:

Ali Kaplan

Principal

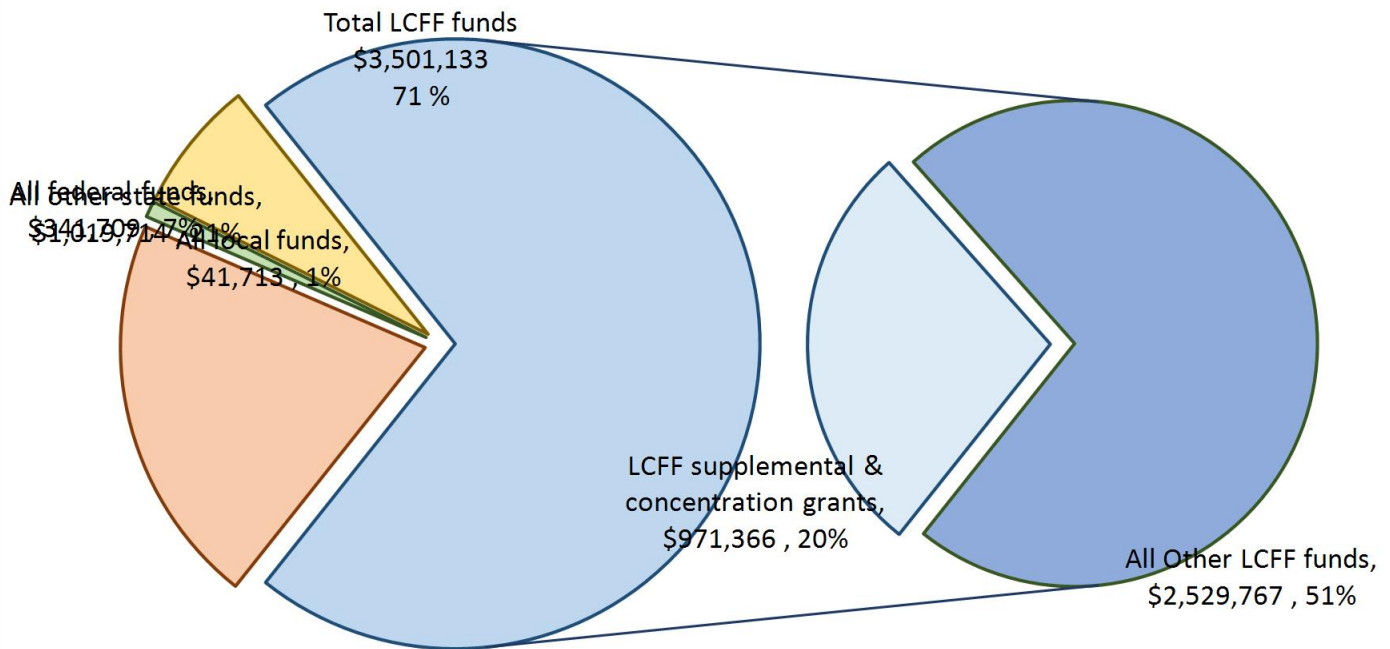
akaplan@magnoliapublicschools.org

(818) 705-5676

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

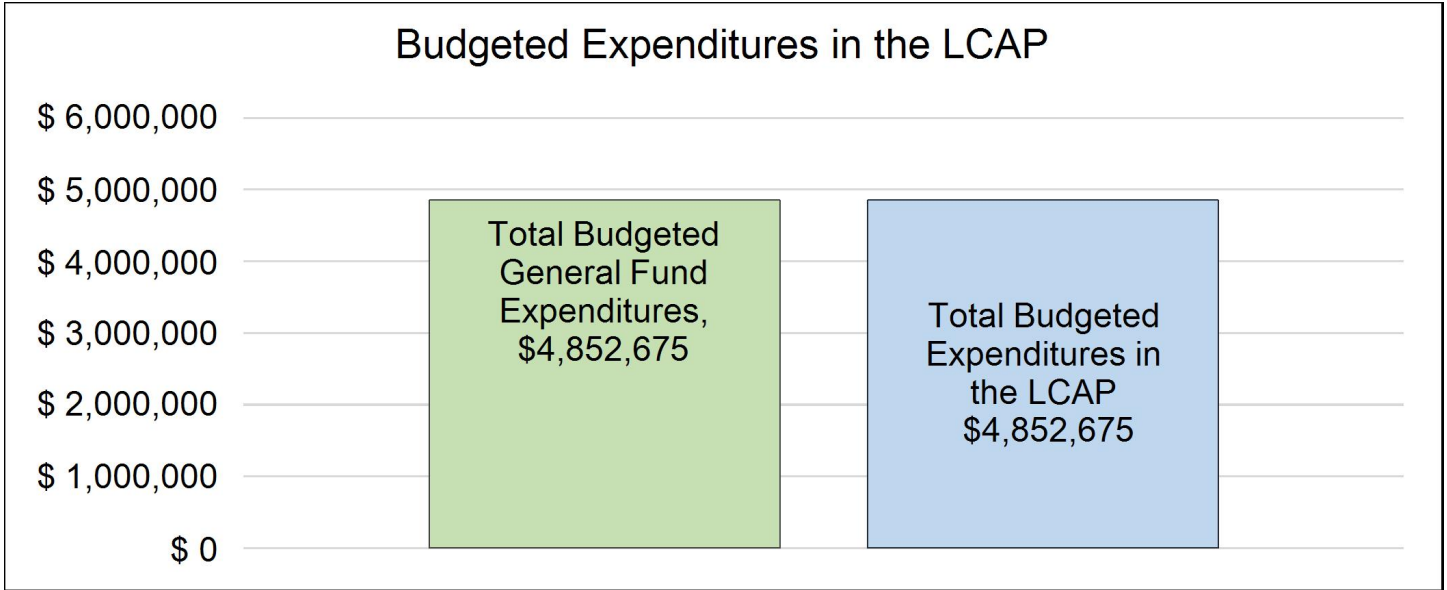


This chart shows the total general purpose revenue Magnolia Science Academy 5 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 5 is \$4,904,269, of which \$3,501,133 is Local Control Funding Formula (LCFF), \$1,019,714 is other state funds, \$41,713 is local funds, and \$341,709 is federal funds. Of the \$3,501,133 in LCFF Funds, \$971,366 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy 5 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 5 plans to spend \$4,852,675.12 for the 2024-25 school year. Of that amount, \$4,852,675.12 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

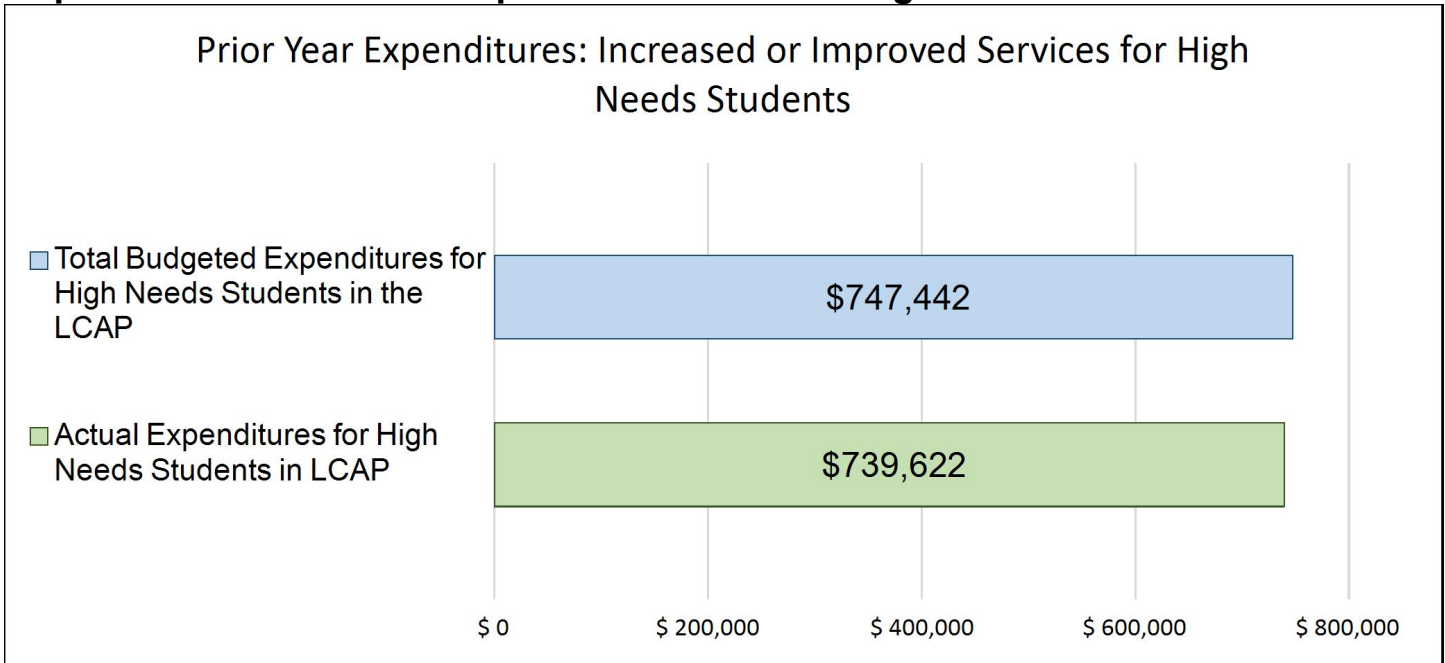
N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 5 is projecting it will receive \$971,366 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 5 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 5 plans to spend \$1,214,948.12 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Magnolia Science Academy 5 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 5 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 5's LCAP budgeted \$747,442.26 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 5 actually spent \$739,621.55 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-7,820.709,999,999,963 had the following impact on Magnolia Science Academy 5's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 5 used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

# Goals and Actions

## Goal

Goal #	Description
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	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”	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)					
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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MSA-5 has met number of metrics in Goal1. Teacher retention will be an area of focus to sustain the consistency in staffing.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1

Budgeted: \$17,755

Actual: \$17,755

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2

Budgeted: \$310,157

Actual: \$310,157

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3

Budgeted: \$357,165

Actual: \$357,165

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4

Budgeted: \$24,360

Actual: \$24,360

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5

Budgeted: \$347,839

Actual: \$347,839

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

MSA-5's Budgeted Expenditures and Estimated Actual Expenditures are matching.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The actions and budgetary plans have been effective. MSA-5 has plans to improve staff satisfaction in order to improve the retention.



**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local 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 5/20/24) 95%	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	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/24/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 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 5/24/24) 88%	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	This metric has been retired. We are exploring the "Average Grade Level	2023-24: 75.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	Equivalent Growth from fall 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)	<p>2018-19:</p> <ul style="list-style-type: none"> <li>All Students: 46.96%</li> <li>English Learners: 6.12%</li> <li>Socioeconomically Disadvantaged: 47.83%</li> <li>Students with Disabilities: 17.39%</li> <li>Homeless: 41.67%</li> <li>Hispanic: 47.44%</li> </ul>	<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>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 45.34%</li> <li>English Learners: 8.89%</li> <li>Socioeconomically Disadvantaged: 43.36%</li> <li>Students with Disabilities: 29.17%</li> <li>Hispanic: 43.36%</li> </ul> <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</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 45.04%</li> <li>English Learners: 12.0%</li> <li>Socioeconomically Disadvantaged: 42.86%</li> <li>Students with Disabilities: 23.53%</li> <li>Asian: *</li> <li>Hispanic: 43.36%</li> <li>White: *</li> </ul> <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 35.88%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 50.00%</li> <li>English Learners: 12.00%</li> <li>Socioeconomically Disadvantaged: 50.00%</li> <li>Students with Disabilities: 2.200%</li> <li>Homeless: 46.00%</li> <li>Hispanic: 50.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>All Students: 47.02%</li> <li>English Learners: 9.09%</li> <li>Students with Disabilities: 37.50%</li> <li>Hispanic: 45.11%</li> <li>White: 50.00%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 45.98%</li> </ul>	<p>CAASPP- ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>All Students: 44.00%</li> <li>English Learners: 21.88%</li> <li>Students with Disabilities: 41.18%</li> <li>Hispanic: 41.90%</li> <li>White: 33.33%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 47.31%</li> </ul>		
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"> <li>All Students: 11.5 points below standard</li> <li>English Learners: 43.3 points</li> </ul>	<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</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 2.8 points below standard</li> <li>English Learners: 50.4 points</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 0.5 points above standard</li> <li>English Learners: 54.2 points</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 5.0 points below standard</li> <li>English Learners: 37.0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 13.1 points below standard</li> <li>Students with Disabilities: 72.7 points below standard</li> <li>Homeless: 23.7 points below standard</li> <li>Hispanic: 13.1 points below standard</li> </ul>	<p>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"> <li>All Students: 85.0%</li> <li>English Learners: 88.4%</li> <li>Students with Disabilities: 86.7%</li> <li>Hispanic: 86.9%</li> <li>White: N/A</li> </ul>	<p>below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 9.2 points below standard</li> <li>Students with Disabilities: 33.5 points below standard</li> <li>Homeless: *</li> <li>Hispanic: 8.2 points below standard</li> </ul>	<p>below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 3.4 points below standard</li> <li>Students with Disabilities: 35.9 points below standard</li> <li>Asian: *</li> <li>Hispanic: 2.7 points below standard</li> <li>White: *</li> </ul>	<p>below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 7.0 points below standard</li> <li>Students with Disabilities: 66.0 points below standard</li> <li>Homeless: 17.0 points below standard</li> <li>Hispanic: 7.0 points below standard</li> </ul>
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"> <li>All Students: 60.4%</li> <li>English Learners: 59.0%</li> <li>Socioeconomically</li> </ul>	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 85.0%</li> <li>English Learners: 88.4%</li> </ul>	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 54.4%</li> <li>English Learners: 63.6%</li> </ul>	<p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 85.5%</li> <li>English Learners: 86.0%</li> </ul>	<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 65.0%</li> <li>English Learners: 65.0%</li> <li>Socioeconomically</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Disadvantaged: 59.4%</li> <li>Students with Disabilities: 56.3%</li> <li>Hispanic: 62.7%</li> <li>White: 45.5%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 83.0%</li> <li>Students with Disabilities: 86.7%</li> <li>Hispanic: 86.9%</li> <li>White: N/A</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 52.5%</li> <li>Students with Disabilities: 61.5%</li> <li>Hispanic: 53.1%</li> <li>White: 60.00%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 79.3%</li> <li>Students with Disabilities: 93.1%</li> <li>Hispanic: 85.3%</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged: 65.0%</li> <li>Students with Disabilities: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 65.0%</li> </ul>
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"> <li>All Students: 38.67%</li> <li>English Learners: 10.02%</li> <li>Socioeconomically Disadvantaged: 38.51%</li> <li>Students with Disabilities: 30.44%</li> <li>Homeless: 41.67%</li> <li>Hispanic: 37.82%</li> </ul>	<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</p>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 22.36%</li> <li>English Learners: 13.33%</li> <li>Socioeconomically Disadvantaged: 18.18%</li> <li>Students with Disabilities: 12.50%</li> <li>Hispanic: 20.28%</li> </ul> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 34.29%</li> <li>English Learners: 26.47%</li> <li>Socioeconomically Disadvantaged: 35.20%</li> <li>Students with Disabilities: 23.53%</li> <li>Asian: *</li> <li>Hispanic: 34.17%</li> <li>White: *</li> </ul> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 62.20%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 41.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 41.00%</li> <li>Students with Disabilities: 33.00%</li> <li>Homeless: 43.00%</li> <li>Hispanic: 41.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> <li>All Students: 14.47%</li> <li>English Learners: 1.92%</li> <li>Students with Disabilities: 4.17%</li> <li>Hispanic: 13.48%</li> <li>White: 12.50%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 45.98%</li> </ul>	<p>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"> <li>All Students: 25.36%</li> <li>English Learners: 16.28%</li> <li>Students with Disabilities: 11.76%</li> <li>Hispanic: 22.88%</li> <li>White: 22.22%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 42.39%</li> </ul>		
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 17.9 points below standard</li> </ul>	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence,</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 67.0 points below standard</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 49.4 points below standard</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 11.0 points below standard</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Dashboard (Source: CA School Dashboard)	<ul style="list-style-type: none"> <li>English Learners: 43.5 points below standard</li> <li>Socioeconomically Disadvantaged: 18.6 points below standard</li> <li>Students with Disabilities: 58.0 points below standard</li> <li>Homeless: 26.2 points below standard</li> <li>Hispanic: 21.6 points below standard</li> </ul>	<p>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"> <li>All Students: 81.5%</li> <li>English Learners: 86.2%</li> <li>Students with Disabilities: 87.1%</li> <li>Hispanic: 79.8%</li> <li>White: N/A</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 100.6 points below standard</li> <li>Socioeconomically Disadvantaged: 75.1 points below standard</li> <li>Students with Disabilities: 92.1 points below standard</li> <li>Homeless: *</li> <li>Hispanic: 74.0 points below standard</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 52.1 points below standard</li> <li>Socioeconomically Disadvantaged: 49.4 points below standard</li> <li>Students with Disabilities: 69.8 points below standard</li> <li>Asian: *</li> <li>Hispanic: 53.3 points below standard</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 37.0 points below standard</li> <li>Socioeconomically Disadvantaged: 12.0 points below standard</li> <li>Students with Disabilities: 50.0 points below standard</li> <li>Homeless: 20.0 points below standard</li> <li>Hispanic: 15.0 points below standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of	2020-21: <ul style="list-style-type: none"> <li>All Students: 59.3%</li> </ul>	Fall 2021 to Spring 2022 MAP Mathematics - Percent	Fall 2022 to Spring 2023 MAP Mathematics - Percent	Fall 2023 to Spring 2024 MAP Mathematics - Percent	2023-24: <ul style="list-style-type: none"> <li>All Students: 70.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>English Learners: 59.1%</li> <li>Socioeconomically Disadvantaged: 59.0%</li> <li>Students with Disabilities: 65.6%</li> <li>Hispanic: 59.2%</li> <li>White: 72.7%</li> </ul>	<p>Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 81.5%</li> <li>English Learners: 86.2%</li> <li>Socioeconomically Disadvantaged: 79.9%</li> <li>Students with Disabilities: 87.1%</li> <li>Hispanic: 79.8%</li> <li>White: N/A</li> </ul>	<p>Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 68.5%</li> <li>English Learners: 70.0%</li> <li>Socioeconomically Disadvantaged: 67.3%</li> <li>Students with Disabilities: 79.2%</li> <li>Hispanic: 68.9%</li> <li>White: 60.0%</li> </ul>	<p>Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 86.6%</li> <li>English Learners: 86.2%</li> <li>Socioeconomically Disadvantaged: 87.4%</li> <li>Students with Disabilities: 82.8%</li> <li>Hispanic: 85.3%</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 70.0%</li> <li>Socioeconomically Disadvantaged: 70.0%</li> <li>Students with Disabilities: 70.0</li> <li>Hispanic: 70.0%</li> <li>White: 75.0%</li> </ul>
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"> <li>Level 4: 22.37%</li> <li>Level 3: 39.47%</li> <li>Level 3: 9.21%</li> </ul>	2021-22: (2022 Dashboard) 67.7%	2022-23: (2023 Dashboard) 63.2%	2022-23: (2023 Dashboard) 57.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>Level 1: 21.05%</li> </ul>			
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.  2021 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"> <li>All Students: 11.54%</li> <li>English Learners: 0.00%</li> <li>Students with Disabilities: 11.63%</li> <li>Hispanic: 9.30%</li> </ul>	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> <li>All Students: 14.41%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 11.76%</li> <li>Students with Disabilities: 0.00%</li> <li>Hispanic: 13.13%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 13.73%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: 11.63%</li> <li>Students with Disabilities: *</li> <li>Hispanic: 13.33%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 16.00%</li> <li>English Learners: 10.00%</li> <li>Socioeconomically Disadvantaged: 16.00%</li> <li>Hispanic: 16.00%</li> </ul>

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The data indicates that the planned actions were largely effective in achieving the desired outcomes. In the previous year, the school maintained a high level of program and service delivery, ensuring equitable access for all students. Classroom observations completion is at 88% currently, closed to the desired 100%. Percentage of students with grades “C” or better in core subjects dropped to 62%, below the desired 80%. MAP-Reading and MAP-Mathematics assessments showed a decline in the percentage of students meeting growth targets. Distance from Standard (DFS) on CAASPP assessments showed improvement but did not meet the desired outcomes. However, challenges were observed in classroom observations and student performance in core subjects and standardized tests. Percentage of programs and services provided consistently remained high, close to the desired 100%. Access to programs and services for unduplicated students and individuals with exceptional needs was consistently met. State standards implementation for all students was maintained at 100%. The percentage of students meeting or exceeding the CAASPP-ELA/Literacy standards met the desired outcome of 50%.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1

Budgeted: \$931,603

Actual: \$979,803

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2

Budgeted: \$47,697

Actual: \$47,697

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3

Budgeted: \$459,153

Actual: \$459,153

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4

Budgeted: \$85,297

Actual: \$85,297

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

#### Goal 2 Action 5

Budgeted: \$567,891

Actual: \$563,999

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The percentage of students meeting or exceeding standards on the CAASPP-ELA/Literacy assessments reached the desired outcome of 50% by 2022-23. The Distance from Standard (DFS) also showed improvement, with students performing above the standard in Year 2. The percentage of students receiving a grade of “C” or better in core subjects decreased to 62% in Year 3, which is below the desired 80%. This indicates that additional support and interventions are needed to improve student performance in core subjects.

MAP Assessments: The percentage of students meeting growth targets on MAP assessments showed a significant decline. In MAP-Reading, the percentage dropped to 36.9% (fall to fall) in Year 3, far below the desired 65%. Similarly, MAP-Mathematics saw a drop to 42.5%, indicating that the actions taken were not effective in supporting student growth as measured by these assessments. Mathematics Performance: While there was improvement in the percentage of students meeting or exceeding standards on the CAASPP-Mathematics assessments, the outcome of 41% in Year 3 was still below the desired 50%. The DFS for Mathematics showed improvement but did not meet the desired outcome of being only 10 points below standard. MSA-5 will have targeted interventions for core subjects by implementing specific support programs and interventions to help students achieve better grades in core subjects and enhancing MAP Assessment Strategies by developing and implement strategies to support student growth on MAP assessments, including targeted instruction and personalized learning plans.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the analysis of data from the past three years, it is clear that while some areas have seen success, there are critical areas needing improvement. The changes outlined above are designed to address the specific issues identified and to improve the overall effectiveness of our actions in achieving the goal of academic excellence and college/career readiness for all students. These changes are informed by a careful reflection on prior practice and an understanding of the areas that require focused attention and support.

By implementing these changes, MSA-5 aims to enhance the quality of education and support provided to all students, ensuring that they have the resources and opportunities needed to succeed academically and be prepared for their future endeavors.

For Student Performance in Core Subjects;

Issue: The percentage of students receiving a grade of “C” or better in core subjects decreased to 62% in Year 3, below the desired 80%.

Action: Implement targeted interventions and support programs to help students improve their performance in core subjects. This includes additional tutoring, after-school programs, and summer enrichment activities focused on core subjects.

For MAP Assessments:

Issue: The percentage of students meeting growth targets on MAP assessments showed a significant decline. In MAP-Reading, the percentage dropped to 36.9% (fall to fall) in Year 3, far below the desired 65%. Similarly, MAP-Mathematics saw a drop to 42.5%.

Action: Develop and implement strategies to support student growth on MAP assessments. This includes personalized learning plans for students, targeted instruction based on MAP assessment data, and professional development for teachers on using MAP data to inform instruction.

For Mathematics Performance:

Issue: The percentage of students meeting or exceeding standards on the CAASPP-Mathematics assessments was 41% in Year 3, below the desired 50%. The DFS for Mathematics also did not meet the desired outcome of being only 10 points below standard.

Action: Provide additional resources and support for Mathematics instruction. This includes hiring additional math specialists, incorporating more technology and hands-on learning opportunities in math instruction, and offering professional development for teachers focused on effective math teaching strategies.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: N/A	2021 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	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-	2022-23: 73.08%  IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> <li>Grade 11 Students: 34.38%</li> </ul>	2022-23: 68.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 55.88%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 32.54%</li> </ul>	<p>ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 77.27%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 60.19%</li> </ul>		
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 54.54%	<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</p>	<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</p>	<p>2022-23: 62.96%</p> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 53.33%</li> </ul>	2022-23: 60.00%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 13.89%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 66.25%</li> </ul>	<p>CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 25.93%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 65.00%</li> </ul>		
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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	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 5/20/24) 56.0%	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) 78.0%	2021-22: (As of 5/13/22) 93%	2022-23: (As of 5/12/23) 100.0%	2023-24: (As of 5/20/24) 100.0%	2023-24: 95.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 39.0%	2021-22: (As of 5/13/22) 81%	2022-23: (As of 5/12/23) 94%	2023-24: (As of 5/20/24) 100.0%	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 5/20/24) 11%	2023-24: 10%
Percentage of students in the current graduating class who have taken a	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 5/20/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 86%	2021-22: (As of 5/13/22) 99%	2022-23: (As of 5/12/23) 99%	2023-24: (As of 5/20/24) 97%	2023-24: 100%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

### College Career Indicator (CCI):

Outcome: The actual outcome for CCI in 2023-24 (72.0%) exceeded the desired outcome for Year 3 (70%) and Year 2 (65%).

Implementation: The success can be attributed to effective college counseling and career readiness programs, indicating planned actions were successfully implemented.

### CAASPP Assessments:

ELA: The percentage of students meeting or exceeding standards in 11th grade ELA remained stable at 73.08%, above the desired outcome for Year 3 (68%) and Year 2 (66%).

Mathematics: The percentage remained at 62.96% with the junior class, surpassing the desired outcome for Year 3 (60%) and Year 2 (57%). This consistency suggests effective implementation of instructional strategies.

### AP Exam Performance:

Outcome: The percentage of AP exam takers with scores of 3 or higher (35.6%) and seniors passing an AP exam during high school (11.1%) were significantly below desired outcomes.

Implementation: These results indicate a gap in the effectiveness of AP preparation programs and highlight the need for additional resources and support for AP students.

College Coursework Completion:

Outcome: The percentage of seniors completing college coursework (68.0%) exceeded both the desired Year 3 (30%) and Year 2 (25%) outcomes.

Implementation: This improvement reflects successful support for dual enrollment and college-level coursework initiatives.

UC/CSU Requirements:

Outcome: The percentage of graduates meeting UC/CSU requirements (100%) exceeded the desired outcomes for Year 3 (95%) and Year 2 (95%).

Implementation: This success highlights effective academic preparation and guidance for college readiness.

Seal of Biliteracy and Golden State Seal Merit Diploma:

Seal of Biliteracy: Achieved 64.0%, significantly higher than the desired outcome for Year 3 (30%).

Golden State Seal: Achieved 48.0%, higher than the desired outcome for Year 3 (30%).

Implementation: These results indicate strong language and academic programs supporting student achievements.

College Acceptance:

Outcome: The percentage of high school completers accepted to a 4-year or 2-year college (100%) and those accepted to a 4-year college (100%) both exceeded desired outcomes.

Implementation: Reflects effective college counseling and preparation programs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1

Budgeted: \$93,809

Actual: \$97,899

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2

Budgeted: \$1.06

Actual: \$1.06

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

#### Goal 3 Action 3

Budgeted: \$120,863

Actual: \$120,863

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

#### Goal 3 Action 4

Budgeted: \$135,506

Actual: \$135,506

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

#### Goal 3 Action 5

Budgeted: \$223,125

Actual: \$238,885

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

College Career Indicator (CCI):\*The enhanced college counseling and career readiness programs significantly improved the percentage of students earning "Prepared" on the CCI. The outcome increased from 60.5% in Year 3 to 72.0% in 2023-24, surpassing the desired outcomes for both Year 3 and Year 2. This indicates that the actions taken to enhance college counseling and readiness programs were highly effective.

CAASPP-ELA and CAASPP-Mathematics Assessments:\*\* Targeted instructional strategies and interventions for Grade 11 students were implemented successfully, resulting in substantial improvements. The percentage of students meeting or exceeding standards in ELA rose to 73.08%, consistently above the desired outcomes. Similarly, in Mathematics, the percentage increased to 62.96%, also exceeding the targets. These results demonstrate that the actions taken to support instructional strategies were effective in improving student performance on CAASPP assessments.

AP Exam Performance: Despite efforts to offer AP preparation courses and study sessions, the percentage of students achieving a score of 3 or higher on AP exams remained significantly below the desired outcomes. The percentage of all AP exam takers scoring 3 or higher was

only 35.6%, and the percentage of seniors passing an AP exam during high school was just 11.1%. These outcomes suggest that the actions taken to support AP exam preparation were ineffective, highlighting the need for more robust support programs.

**College Coursework Completion:** The promotion of dual enrollment opportunities and support for college coursework proved highly effective. The percentage of seniors completing at least one semester of college coursework rose to 68.0% in 2023-24, well above the desired outcomes for both Year 3 and Year 2. This success indicates that the actions taken to support dual enrollment and college coursework were effective.

**UC/CSU Requirements and College Acceptance:** Strengthened academic advising and enhanced college application support were highly effective, as reflected in the outcomes. The percentage of graduates meeting UC/CSU requirements increased to 100%, and the acceptance rates to both 4-year and 2-year colleges also reached 100%. These results demonstrate that the actions taken in these areas were highly effective, ensuring strong academic preparation and college readiness.

**Seal of Biliteracy and Golden State Seal Merit Diploma:** Programs supporting language proficiency and academic excellence were successful. The percentage of graduates earning a Seal of Biliteracy reached 64.0%, and those earning a Golden State Seal Merit Diploma achieved 48.0%, both exceeding the desired outcomes. These results indicate that the actions supporting these achievements were highly effective.

In summary, the specific actions taken under Goal 3 showed varied effectiveness. Actions related to college readiness, dual enrollment, UC/CSU requirements, and language proficiency were highly successful and achieved the desired results. However, actions aimed at improving AP exam performance were ineffective, necessitating enhanced support and preparation programs for AP students. Moving forward, MSA-5 should maintain and build upon the successful strategies while addressing the gaps in AP exam preparation to achieve better outcomes in future LCAP cycles.

#### Next Steps:

To address the identified gaps, it is essential to implement additional AP tutoring sessions and resources to better prepare students for AP exams. Concurrently, MSA-5 should continue and expand the successful college counseling, dual enrollment, and academic advising programs. Additionally, targeted interventions should be implemented to support students in achieving the Seal of Biliteracy and the Golden State Seal Merit Diploma, ensuring all students have the opportunity to excel and be college/career ready.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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. Based on the analysis of the past three years, significant changes will be implemented to improve the effectiveness of Goal 3. The current AP preparation courses and study sessions did not yield the desired outcomes, as indicated by the low percentages of students scoring 3 or

higher on AP exams and seniors passing AP exams during high school. The ineffectiveness of the existing support for AP exam preparation was due to a lack of personalized tutoring, inadequate study resources, and insufficient practice opportunities. To address this, a comprehensive AP support program will be implemented, including personalized tutoring, more study materials, intensive review sessions, and teacher training.

Conversely, actions promoting dual enrollment and supporting college coursework were highly effective, with a significant increase in seniors completing college coursework with a grade of C minus or better. The effectiveness of these actions was due to collaboration with local colleges and providing necessary support to students. Therefore, we will expand partnerships with colleges, increase support services, and run awareness campaigns about dual enrollment benefits.

Strengthened academic advising and enhanced college application support were also highly effective, resulting in high percentages of graduates meeting UC/CSU requirements and acceptance rates to colleges. This success can be attributed to comprehensive advising, effective application support, and strong communication. To sustain these actions, we will offer more advising sessions, conduct workshops on applications and financial aid, and increase parent engagement.

Additionally, actions supporting the Seal of Biliteracy and Golden State Seal Merit Diploma were effective, achieving high percentages of students earning these recognitions. We will continue and strengthen these actions by providing more resources for language programs and expanding recognition programs to encourage academic excellence.

In summary, MSA-5 will implement significant changes to improve AP exam preparation and continue successful strategies in dual enrollment, college readiness, and language proficiency programs. These changes aim to address gaps and build on effective practices to ensure all students achieve academic excellence and are well-prepared for college and their future careers. By implementing these new and strengthened approaches, we aim to enhance the overall effectiveness of Goal 3 and achieve better outcomes in the upcoming LCAP cycle.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	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 5/20/24) 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) 3	2021-22: (As of 5/13/22) 8	2022-23: (As of 5/12/23) 7	2023-24: (As of 5/20/24) 6	2023-24: 8
Number of activities/events for parent involvement per year (Source:	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 5/20/24) 18	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 6/14/24) 4	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 11.4%	2021-22: (As of 5/13/22) 34.2%	2022-23: (As of 5/12/23) 43.3%	2023-24: (As of 5/20/24) 29.2%	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-2 ADA) 91.93%	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 5/31/24) 30.1%	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) 0.00%	2023-24: (As of 6/3/24) 5.1%	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:	2022-23: (CDE DataQuest) 7.9%	2022-23: (CDE DataQuest): 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2.8%	2023-24: (As of 6/3/24) 8.0%	
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 5/31/24) 1.3%	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 5/31/24) 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%	2023-24: Students: 100.0% Families: 100.0% Staff: 96.3%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	2023-24: Students: 67.0% Families: 96.0% Staff: 80.0%	2023-24: Students: 75% Families: 95% Staff: 90%
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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The plan to organize 5 parent engagement activities/events, PAC/ELAC meetings were significantly surpassed, with 18 events being held as of May 2024. This reflects the school's successful efforts to engage parents through a variety of events, showing a proactive approach in organizing diverse activities that contributed significantly to achieving and surpassing the goal. The plan to send 4 progress reports to parents was effectively implemented, ensuring regular communication with parents about student progress.

Teachers were expected to visit 20% of students' homes, but they exceeded this target by visiting 32.4% of students. This demonstrates a strong commitment by teachers to engage with families directly, helping to build stronger relationships and support networks. On the other hand, the Average Daily Attendance (ADA) rate fell short of the 97% target, achieving only 91.93%. This shortfall indicates challenges in maintaining high attendance, likely due to factors such as illness, transportation issues, and engagement levels. More targeted interventions and support mechanisms are needed to address these issues.

The goal was to reduce the chronic absenteeism rate to 9.0%, but the actual rate was 28.8%. This significantly higher rate of chronic absenteeism highlights the ineffectiveness of current strategies. Contributing factors might include health issues, disengagement, and socio-economic challenges, necessitating more comprehensive support and monitoring. The plan aimed to maintain a 0% middle school dropout rate, but the actual rate was 5.1%, suggesting that additional support and intervention programs are needed to retain middle school students, especially those at risk. Similarly, despite the desired 0% high school dropout rate, the actual rate was 4.0%, indicating a need for enhanced engagement and support, particularly for students facing significant challenges.

The target was a 100% graduation rate, which was successfully achieved. This reflects the successful implementation of support programs and academic guidance. The goal of a 0% student suspension rate was slightly missed, with a suspension rate of 0.9%, indicating the need

for stronger behavior intervention programs to maintain a conducive learning environment. However, the 0% expulsion rate was met, showing effective behavior management and support systems were in place.

Survey participation rates had a target of 95% for students, families, and staff. Student participation was 99%, staff participation was 96.3%, and family participation was 88.4%. While student and staff participation met or exceeded targets, family participation fell short, highlighting the need for enhanced communication and engagement efforts to improve family participation. The target approval rates were set at 75% for students, and 95% for families and staff. The actual approval rates were 67% for students, 96% for families, and 80% for staff. The student and staff approval rates did not meet the targets, indicating areas for improvement in addressing their needs and concerns. Finally, the goal for the student retention rate was set at 85%, but the actual rate was 83%. This slight shortfall suggests a need for improved retention strategies and support mechanisms to keep students engaged and enrolled.

The implementation of Goal 4 saw successes in areas such as parent engagement, home visits, and graduation rates, indicating effective actions. However, challenges remain in meeting targets for attendance, absenteeism, and student approval rates. Adjustments and enhanced strategies are needed to address these areas and ensure all educational partners feel connected and supported.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted: \$0

Actual: \$0

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2

Budgeted: \$217,746

Actual: \$217,746

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3

Budgeted: \$331,825

Actual: \$337,325

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 4

Budgeted: \$1,233

Actual: \$1,233

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5

Budgeted: \$261,616

Actual: \$261,616

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1. Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) Meetings:

The planned number of PAC and ELAC meetings was designed to enhance parental involvement and effectively address the needs of English learners reaching our goals with the number of meetings.

2. Parent Engagement Activities:

The school set a goal of 5 parent engagement activities per year, but surpassed this significantly with 18 activities. This action was highly effective, demonstrating a strong commitment to engaging parents through diverse and frequent events. This success indicates that the school's strategies in this area are well-implemented and have a positive impact on building a supportive community.

3. Progress Reports to Parents:

Consistently sending 4 progress reports per year, the school met its goal, ensuring parents were regularly informed about their children's academic progress. This action was effective in maintaining transparent communication and keeping parents engaged in their children's education.

4. Home Visits by Teachers:

Teachers exceeded the target of 20% home visits, achieving 32.4%. This action was highly effective in building stronger relationships between the school and families, offering personalized support, and fostering a sense of community. The significant increase in home visits reflects the dedication of teachers to engage with students' families.

5. Average Daily Attendance (ADA) Rate:

The target ADA rate of 97% was not met, with an actual rate of 91.93%. This highlights an ineffectiveness in maintaining high attendance rates, suggesting that the current strategies were insufficient. Factors such as illness, transportation issues, and student engagement need to be addressed through targeted interventions to improve attendance.

#### 6. Chronic Absenteeism Rate:

The goal to reduce chronic absenteeism to 9.0% was not achieved, with an actual rate of 28.8%. This significant discrepancy highlights the ineffectiveness of current strategies to mitigate absenteeism. Addressing underlying issues such as health, socio-economic challenges, and student disengagement will require a comprehensive approach.

#### 7. Middle and High School Dropout Rates:

The target of maintaining a 0% dropout rate was not met, with actual rates of 5.1% for middle school and 4.0% for high school. These outcomes indicate the ineffectiveness of current retention strategies, necessitating more robust support systems for at-risk students to prevent dropouts.

#### 8. Graduation Rate:

The goal of a 100% graduation rate was successfully achieved, reflecting the effectiveness of academic support programs and guidance provided to students. This success demonstrates that the strategies for preparing students for graduation were well-implemented and effective.

#### 9. Student Suspension and Expulsion Rates:

The target for a 0% suspension rate was not met, with an actual rate of 0.9%, indicating that behavior management programs need enhancement. However, maintaining a 0% expulsion rate shows effective handling of severe behavioral issues, indicating that the strategies in place were successful in preventing expulsions.

#### 10. Survey Participation and Approval Rates:

Student survey participation exceeded the 95% target, reaching 99%, while family participation fell short at 88.4%. Staff participation was slightly below the 100% target at 96.3%. These results show mixed effectiveness, with high student engagement but a need for improved family participation strategies. The approval rates for students (67%) and staff (80%) did not meet the targets, indicating areas where the school's environment and support could be improved. Family approval rates met the target at 96%, reflecting positive feedback from families.

#### 11. Student Retention Rate:

The target retention rate of 85% was nearly achieved, with an actual rate of 83%. This suggests a need for improved retention strategies to keep students engaged and enrolled.

While some actions under Goal 4 were effective, such as parent engagement activities, home visits, and graduation rates, others fell short, such as attendance, absenteeism, and survey approval rates. The ineffectiveness in these areas highlights the need for revised strategies and more targeted interventions. Reassessing and adjusting approaches, particularly where goals were not met, will be essential to ensure continuous improvement and better support for all educational partners.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the analysis and the data provided in the Dashboard and other local data, several changes have been made to Goal 4, expected outcomes, metrics, and actions to achieve this goal. The objective remains to ensure all students, families, staff, and educational partners have access to meaningful engagement opportunities that cultivate leadership, advocacy, and collaboration in a safe and nurturing environment.

1. Parent and English Learner Advisory Committee (PAC and ELAC) Meetings:

Effectiveness: The planned number of PAC (10) and ELAC (4) meetings are met.

Changes: To address this, we will implement more flexible scheduling options, utilize virtual meeting platforms to accommodate parents' schedules, and enhance communication efforts to ensure parents are informed and encouraged to attend. Additionally, we will seek parent feedback to better understand their availability and preferences for meeting times.

2. Parent Engagement Activities:

Effectiveness: This action was highly effective, with 18 engagement activities conducted, surpassing the goal of 5.

Changes: Given its success, we will maintain the current strategy but explore opportunities for further diversification of engagement activities to sustain and potentially increase parent participation.

3. Progress Reports to Parents:

Effectiveness: The goal of sending 4 progress reports per year was consistently met.

Changes: No changes are needed for this action as it is effectively keeping parents informed about their children's academic progress.

4. Home Visits by Teachers:

Effectiveness: Teachers exceeded the target of 20% home visits, achieving 32.4%.

Changes: We will continue to support and encourage home visits, providing additional resources and training to teachers to maintain this high level of engagement.

5. Average Daily Attendance (ADA) Rate:

Ineffectiveness: The ADA rate target of 97% was not met, with an actual rate of 91.93%.

Reason for Ineffectiveness: Factors such as illness, transportation issues, and student engagement contributed to the lower attendance rate.

Changes: To improve attendance, we will implement targeted interventions, such as attendance incentive programs, improved transportation options, and increased engagement activities to make school more appealing to students.

6. Chronic Absenteeism Rate:

Ineffectiveness: The goal to reduce chronic absenteeism to 9.0% was not achieved, with an actual rate of 28.8%.

Reason for Ineffectiveness: Underlying issues such as health, socio-economic challenges, and student disengagement were not adequately addressed.

Changes: We will introduce comprehensive support programs, including health services, counseling, and academic interventions, to address the root causes of absenteeism.



#### 7. Middle and High School Dropout Rates:

Ineffectiveness: The target of maintaining a 0% dropout rate was not met, with actual rates of 5.1% for middle school and 4.0% for high school.

Reason for Ineffectiveness: Current retention strategies were insufficient to prevent dropouts.

Changes: We will implement more robust support systems for at-risk students, including mentorship programs, academic tutoring, and career counseling, to prevent dropouts.

#### 8. Graduation Rate:

Effectiveness: The goal of a 100% graduation rate was successfully achieved.

Changes: We will continue to support the successful strategies in place, while also looking for ways to enhance them further to maintain high graduation rates.

#### 9. Student Suspension and Expulsion Rates:

Ineffectiveness: The target for a 0% suspension rate was not met, with an actual rate of 0.9%.

Reason for Ineffectiveness: Behavior management programs need enhancement.

Changes: We will revise and strengthen behavior management programs, introduce restorative justice practices, and provide additional training for staff on positive behavior interventions and supports (PBIS).

#### 10. Survey Participation and Approval Rates:

Mixed Effectiveness: Student survey participation exceeded the target, while family participation fell short, and staff participation was slightly below target. Approval rates for students (67%) and staff (80%) did not meet the targets.

Reason for Ineffectiveness: Insufficient engagement strategies for families and staff, and areas needing improvement in school environment and support.

Changes: We will enhance engagement strategies for families and staff, gather feedback to identify areas for improvement in the school environment, and implement targeted actions to address the concerns raised in surveys.

#### 11. Student Retention Rate:

Mixed Effectiveness: The target retention rate of 85% was nearly achieved, with an actual rate of 83%.

Reason for Ineffectiveness: Current retention strategies need enhancement to keep students engaged and enrolled.

Changes: We will introduce additional support and engagement programs, such as extracurricular activities and academic clubs, to increase student retention rates.

By addressing these areas of ineffectiveness and implementing the described changes, we aim to strengthen our approach and ensure more significant progress toward achieving Goal 4 in the upcoming LCAP cycle.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 5	Ali Kaplan Principal	akaplan@magnoliapublicschools.org (818) 705-5676

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-5, which has 238 students in grades 6-12, primarily caters to students from Reseda, CA, and nearby areas. The communities served by MSA-5 have a significant immigrant population, with many households where a language other than English is spoken. The families in these neighborhoods often face economic difficulties. MSA-5 has a diverse student body, with 89.1% Hispanic/Latino, 3.8% White, 2.1% Asian, and 2.9% Filipino students. Out of the 238 students, 88.2% come from socioeconomically disadvantaged backgrounds, 14.7% receive special education services, and 33.2% are English learners.

MPS aims to graduate students from historically marginalized neighborhoods as scientifically inclined individuals who contribute to the global community as socially responsible and educated members of society. We provide a comprehensive learning experience that addresses the unique needs of our students through effective on-site instruction, engaging hands-on learning, and foundational skills taught in ways that are relevant and inspiring. In addition to classroom teaching, MSA-5 offers tutoring, after-school programs, and connections to universities to further support the students' educational journey.

Magnolia Science Academy 5  
Address: 18238 Sherman Way, Reseda, CA, 91335  
Phone: 818-705-5676  
Email: akaplan@magnoliapublicschools.org

**Our Mission**  
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

**Our Vision**  
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

## INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

## CONNECTION

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

## EXCELLENCE

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

## SUCSESSES

Areas that we are most proud of are the following on CA School Dashboard Fall 2023

With 238 enrollment, 82.4% Socioeconomically Disadvantaged, 33.1 % English Learners based on the California School Dashboard and local data, Magnolia Science Academy-5's annual performance reflects both achievements and areas needing improvement. The school achieved "Green" status in English Language Arts with a 0.5 points increase above standard, and "Yellow" in Mathematics with a significant increase of 17.6 points but still 49.4 points below standard. The College/Career readiness was rated "High" with 60.5% of students prepared. Local indicators such as implementation of academic standards, parent and family engagement, and access to a broad course of study met the standards.

English Language Arts: Achieving a "Green" status demonstrates strong performance, with students scoring slightly above the state standard. This reflects effective teaching strategies, curriculum alignment, and student engagement in reading and writing.

Mathematics: Although still below the standard, the 17.6-point increase signifies considerable progress. This improvement can be attributed to targeted interventions, professional development for teachers, and the use of data-driven instruction.



College/Career Readiness:With 60.5% of students prepared, the "High" rating highlights the success of programs aimed at preparing students for post-secondary education and careers. Initiatives such as college counseling, career workshops, and partnerships with local businesses have contributed to this achievement.

Local Indicators:Meeting the standards in areas like academic standards implementation, parent and family engagement, and access to a broad course of study showcases the school's commitment to providing a comprehensive and inclusive educational experience. Effective communication with families, professional development for staff, and a well-rounded curriculum have played key roles in these successes.

These achievements underscore the dedication of the faculty, staff, and administration at Magnolia Science Academy-5 to fostering an environment that supports academic excellence and prepares students for future success. Continued focus on areas needing improvement, such as further enhancing math performance, will ensure ongoing progress and growth.

Magnolia Science Academy-5 has acquired land for a permanent location and is in the architectural design and permitting stages as of Spring 2023. Currently, the school shares facilities with MSA-1 since July 2021, with plans to move into its own location within 2 years. To support students, comprehensive assistance in Math and ELA is provided through summer school, Saturday school, ELD classes, and tutoring. Special Education students receive additional support through Title I funds, Saturday school, Power Math, and after-school tutoring. Despite growth, many students remain in low proficiency categories, prompting continued support such as after-school tutoring, Saturday School, Summer Academy, and professional development for staff on differentiated instruction and RTI. A paraprofessional has been hired to support ELs and special needs students, and CCSS review workbooks and Gizmos have been purchased for interventions. Saturday School enrollment has increased to 40-50 students per week. The school is also implementing the IGETC program with Pierce College and establishing a Community School Model to collaborate with community partners for enhanced educational resources.

## CHALLENGES

Based on the California School Dashboard and local data, Magnolia Science Academy-5's annual performance reflects both achievements and areas needing improvement. The suspension rate increased to 2.3%, earning a "Yellow" rating, while chronic absenteeism remained a concern with a "Red" rating at 30.8%. The graduation rate saw a decline to 92.3%, and English Learner Progress was rated "Yellow" with 63.2% making progress, although this marked a 4.5% decline.

Action plans to address these issues include implementing restorative justice practices to reduce suspensions and improve student behavior. For chronic absenteeism, the school plans to enhance family engagement and provide targeted support to frequently absent students. To boost the graduation rate, MSA-5 will offer additional academic support, including after-school tutoring and Saturday School, and strengthen its college readiness programs. For English Learners, the school will provide more professional development for teachers on ELD strategies and increase support for EL students through targeted interventions and additional resources.

Furthermore, ongoing efforts will focus on differentiated instruction, RTI, and continuous professional development to ensure all students receive the support they need to succeed. The implementation of the Community School Model will also enhance partnerships with local organizations to provide additional resources and support for students and their families.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	MSA-5 actively involves parents in the development of the LCAP through multiple engagement channels. These include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, and Coffee with the Principal meetings. Parents provide valuable feedback during these sessions, which helps shape the LCAP. Additionally, parent surveys are conducted to gather their perspectives on school improvement and ensure their voices are considered in decision-making processes. Regular updates and information sessions are held to keep parents informed and engaged in the school's planning and improvement efforts .
Students	Students are engaged through surveys and participation in school committees. Their feedback on school culture, safety, and academic programs is crucial for developing a student-centered LCAP. Student input is gathered through regular meetings and surveys, ensuring their needs and preferences are reflected in the LCAP goals and actions. This engagement helps in creating a supportive and inclusive learning environment .
Teachers	Teachers are consulted through staff meetings and professional development sessions. Their insights on instructional practices, curriculum, and student needs are integral to the LCAP development process. Teachers participate in regular meetings, providing feedback on existing programs and suggesting improvements. This collaboration ensures that the LCAP includes effective strategies for enhancing teaching and learning outcomes .

Educational Partner(s)	Process for Engagement
School administrators	School administrators play a key role in the LCAP development by coordinating the engagement process and integrating feedback from all educational partners. They facilitate meetings, analyze data, and ensure that the LCAP aligns with both state priorities and local needs. Administrators work closely with the Parent Advisory Committee, English Learner Advisory Committee (ELAC), and other school committees to incorporate diverse perspectives into the LCAP .
Other school personnel	Other school personnel, including support staff and paraprofessionals, are involved in the LCAP development through regular staff meetings and surveys. Their feedback on operational and support aspects of the school environment is essential for addressing the holistic needs of students. These personnel contribute to discussions on improving school safety, student support services, and extracurricular activities .
SELPA	<p>SELPA representatives are engaged to ensure the needs of students with disabilities are adequately addressed in the LCAP. Regular consultations and feedback sessions are held to discuss the effectiveness of special education programs and identify areas for improvement. This collaboration helps in developing targeted actions to support students with disabilities, ensuring they receive equitable and effective education .</p> <p>By actively seeking input from these educational partners, MSA-5 ensures that the LCAP is a comprehensive plan that reflects the community's needs and priorities. This collaborative approach not only enhances the quality of the LCAP but also fosters a sense of ownership and commitment among all stakeholders.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

To foster a positive learning environment and student engagement, MSA-5 actively seeks input from educational partners such as parents, students, staff, and community members. This input is gathered through various channels including meetings, school events, surveys, newsletters, and home visits. Regular information and input sessions, such as Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, and English Learner Advisory Committee (ELAC) meetings, are conducted to involve all partners in school review and improvement. The feedback from these sessions informs the annual LCAP. Additionally, surveys for parents, students, and staff, along with home visits, ensure comprehensive input. The school's charter petition outlines measurable student outcomes and assessment methods, complemented by a WASC action plan for continuous improvement. Throughout the year, MSA-5 holds regular meetings and events to gather input and foster collaboration, including four PTF meetings, ten PAC meetings, four ELAC meetings, and multiple parent

activities, including two Coffee with the Principal meetings. Weekly staff meetings provide further opportunities for input. A survey was conducted to assess the experiences of families, staff, and students, focusing on safety, school connectedness, and school culture. Most educational partners participated, and home visits were made to actively seek parent feedback for school improvement.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 62.7%			2024-25: > 85%	
1.2	Percentage of students without access to their	2023-24: 0%			2026-27: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2026-27: 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 60%			2026-27: (Fall 2025 to Fall 2026) >= 80%	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.1%			2026-27: >= 95.0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$17,755.00	No
1.2	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.	\$198,432.98	No



Action #	Title	Description	Total Funds	Contributing
		<p>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"> <li>Title II, Purchased ADOBE software under 5940 Technology:\$963.54</li> </ul>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management</p>	\$366,565.78	No

Action #	Title	Description	Total Funds	Contributing
		<p>procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$24,360.00	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic</p>	\$347,839.20	No

Action #	Title	Description	Total Funds	Contributing
		<p>achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: 5800 Professional Services: 3010 Title I: \$9,307</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Portrait of a Graduate,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%			2026-27: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 88%			2026-27: >= 85%	
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 62%			2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 45.04%</li> <li>English Learners: 12.0%</li> <li>Socioeconomically Disadvantaged : 42.86%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 40.00%</li> <li>English Learners: &gt;= 10.00%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: 23.53%</li> <li>• Asian: *</li> <li>• Hispanic: 43.36%</li> <li>• White: *</li> </ul>			<ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: &gt;= 40.00%</li> <li>• Students with Disabilities: &gt;= 20.00%</li> <li>• Hispanic: &gt;= 40.00%</li> <li>• White: *</li> </ul>	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 0.5 points above standard</li> <li>• English Learners: 54.2 points below standard</li> <li>• Socioeconomically Disadvantaged: 3.4 points below standard</li> <li>• Students with Disabilities: 35.9 points below standard</li> <li>• Asian: *</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 4.0 points above standard</li> <li>• English Learners: 45.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 1.0 points above standard</li> <li>• Students with</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic: 2.7 points below standard</li> <li>White: *</li> </ul>			Disabilities: 26.0 points below standard <ul style="list-style-type: none"> <li>Hispanic: 1.0 points above standard</li> <li>White: *</li> </ul>	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 85.5%</li> <li>English Learners: 86.0%</li> <li>Socioeconomically Disadvantaged: 79.3%</li> <li>Students with Disabilities: 93.1%</li> <li>Hispanic: 85.3%</li> <li>White: *</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: &gt;= 50%</li> <li>English Learners: &gt;= 50%</li> <li>Socioeconomically Disadvantaged: &gt;= 50%</li> <li>Students with Disabilities: &gt;= 50%</li> <li>Hispanic: &gt;= 50%</li> <li>White: &gt;= 50%</li> </ul>	
2.7	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 4.41</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students:</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</p>	<p>(CGP: 100th percentile)</p> <ul style="list-style-type: none"> <li>• English Learners: CGI: 5.60 (CGP: 100th percentile)</li> <li>• Socioeconomically Disadvantaged : CGI: 4.63 (CGP: 100th percentile)</li> <li>• Students with Disabilities: *</li> <li>• Hispanic: CGI: 4.33 (CGP: 100th percentile)</li> <li>• White: *</li> </ul>			<p>CGI &gt;= 0 (CGP &gt;= 50th percentile )</p> <ul style="list-style-type: none"> <li>• English Learners: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>• Socioeconomically Disadvantaged: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>• Students with Disabilities: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>• Hispanic: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>• White: CGI &gt;= 0</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(CGP >= 50th percentile )	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 34.29%</li> <li>English Learners: 26.47%</li> <li>Socioeconomically Disadvantaged : 35.20%</li> <li>Students with Disabilities: 23.53%</li> <li>Asian: *</li> <li>Hispanic: 34.17%</li> <li>White: *</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 28.00%</li> <li>English Learners: &gt;= 25.00%</li> <li>Socioeconomically Disadvantaged: &gt;= 28.00%</li> <li>Students with Disabilities: &gt;= 25.00%</li> <li>Hispanic: &gt;= 28.00%</li> <li>White: *</li> </ul>	
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 49.4 points below standard</li> <li>English Learners: 52.1</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>All Students: 40.0 points below standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>points below standard</li> <li>Socioeconomically Disadvantaged : 49.4 points below standard</li> <li>Students with Disabilities: 69.8 points below standard</li> <li>Asian: *</li> <li>Hispanic: 53.3 points below standard</li> <li>White: *</li> </ul>			<ul style="list-style-type: none"> <li>English Learners: 43.0 points below standard</li> <li>Socioeconomically Disadvantaged: 40.0 points below standard</li> <li>Students with Disabilities: 60.0 points below standard</li> <li>Hispanic: 44.0 points below standard</li> <li>White: *</li> </ul>	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 86.6%</li> <li>English Learners: 86.2%</li> <li>Socioeconomically</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: &gt;= 50%</li> <li>English Learners: &gt;= 50%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Disadvantaged : 87.4%</li> <li>Students with Disabilities: 82.8%</li> <li>Hispanic: 85.3%</li> <li>White: *</li> </ul>			<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: &gt;= 50%</li> <li>Students with Disabilities: &gt;= 50%</li> <li>Hispanic: &gt;= 50%</li> <li>White: &gt;= 50%</li> </ul>	
2.11	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	<p>2023-24: (Fall to Spring)</p> <ul style="list-style-type: none"> <li>All Students: CGI: 5.72 (CGP: 100th percentile)</li> <li>English Learners: CGI: 6.81 (CGP: 100th percentile)</li> <li>Socioeconomically Disadvantaged : CGI: 6.08 (CGP: 100th percentile)</li> <li>Students with Disabilities: *</li> <li>Hispanic: CGI: 5.48 (CGP: 100th percentile)</li> </ul>			<p>2026-27: (Fall to Spring)</p> <ul style="list-style-type: none"> <li>All Students: CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> <li>English Learners: CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> <li>Socioeconomically Disadvantaged: CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>White: *</li> </ul>			percentile ) <ul style="list-style-type: none"> <li>Students with Disabilities: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>Hispanic: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>White: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> </ul>	
2.12	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)	2022-23: (2023 Dashboard) 63.2%			2025-26: (2026 Dashboard) $\geq$ 50.0%	
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2022-23: 21.5%			2025-26: (CDE DataQuest) $\geq$ 10.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: CDE DataQuest)					
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 13.73%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: 11.63%</li> <li>Students with Disabilities: *</li> <li>Hispanic: 13.33%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 25.00%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: &gt;= 25.00%</li> <li>Students with Disabilities: *</li> <li>Hispanic: &gt;= 25.00%</li> <li>White: *</li> </ul>	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,084,158.70	No
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through</p>	\$47,697.22	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• 4035 Title II 5864 Prof Dev-Other \$15,900</li> <li>• 4127 Title IV, Part A ESEA (ESSA) 5863 Prof Development \$4,770</li> </ul>		
<b>2.3</b>	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school</p>	\$459,641.52	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• 4127 Title IV, Part A ESEA (ESSA) 4340 Education Software \$8,860.54</li> <li>• 3010 Title I 4340 Education Software \$11,665</li> <li>• 3010 Title I 3500 Unemployment Insurance \$373.23</li> <li>• 3010 Title I 3300 OASDI/Medicare \$1,082.36</li> <li>• 3010 Title I 3100 STRS \$14,257.39</li> <li>• 3010 Title I 1100 Teacher Salaries \$74,646</li> <li>• 3010 Title I 5800 Professional Services \$5,300</li> </ul>		
<b>2.4</b>	Designated and integrated ELD programs and support for ELs	<p>Charter School will provide services to ELs, including newcomers and LTELs, 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</p>	\$88,945.82	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>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, including newcomers and LTELs, 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>		
<b>2.5</b>	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as</p>	\$615,595.98	No

Action #	Title	Description	Total Funds	Contributing
		<p>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"> <li>• 4127 Title IV, Part A ESEA (ESSA) 5800 Professional Services \$8,480</li> </ul>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

It is the Charter School’s vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 11%			2026-27: >= 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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)	2023-24: (As of 5/20/24) 100%			2026-27: ≥ 90%	
3.3	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)	2023-24: (As of 5/20/24) 97%			2026-27: ≥ 80%	
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 60.5%			2025-26: (2026 Dashboard) ≥ 55.0%	
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 73.08%			2025-26: ≥ 55.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 62.96%			2025-26: >= 35.00%	
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 35.6%			2025-26: >= 55.0%	
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 11.1%			2025-26: >= 55.0%	
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 26.3%			2025-26: (2026 Dashboard) >= 35.0%	
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (CDE DataQuest): 87.2%			2025-26: (2026 Dashboard) >= 90.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)					
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2025-26: (2026 Dashboard) >= 10.0%	
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2025-26: (2026 Dashboard) >= 10.0%	
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 28.6%			2025-26: (CDE DataQuest) >= 20.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)					
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 48.6%			2025-26: (CDE DataQuest) ≥ 30.0%	
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 56.0%			2026-27: ≥ 50.0%	
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%			2026-27: ≥ 90%	
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%			2026-27: ≥ 60%	
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 34.8%			Class of 2024: ≥ 60%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$123,486.67	Yes



Action #	Title	Description	Total Funds	Contributing
3.2	STEM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and 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 STEM program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1.06	Yes
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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</p>	\$134,785.98	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.</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	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p>	\$147,062.22	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Titles:</p> <ul style="list-style-type: none"> <li>• 4127 Title IV, Part A ESEA (ESSA) 4335 PE Supplies \$18,020</li> </ul>		
3.5	Additional programs and activities that support well-rounded education	<p>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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.</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:</p> <ul style="list-style-type: none"> <li>• 4127 Title IV, Part A ESEA (ESSA) 4326 Arts &amp; Music Supplies \$20,000</li> <li>• 4127 Title IV Part A ESEA (ESEA) 5800 Professional Services \$15,900</li> </ul>	\$265,105.57	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 6			2026-27: >= 8	
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 3			2026-27: >= 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 18			2026-27: ≥ 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 29.2%			2026-27: ≥ 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.93%			2026-27: (P-2 ADA) ≥ 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 30.8%			2025-26: (2026 Dashboard) ≤ 20.0%	
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 5.1%			2026-27: ≤ 2.0%	
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 7.9%			2025-26: (CDE DataQuest) ≤ 2.0%	
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 92.3%			2025-26: (2026 Dashboard) ≥ 95.0%	
4.10	Student Suspension Rate (Source: CA	2022-23: (2023 Dashboard) 2.3%			2025-26: (2026 Dashboard) ≤ 2.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Dashboard, CALPADS)					
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) ≤ 0.50%	
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 100.0% Families: 100.0% Staff: 96.3%			2026-27: Students: ≥ 95.0% Families: ≥ 75.0% Staff: ≥ 95.0%	
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 67.0% Families: 96.0% Staff: 80.0%			2026-27: Students: ≥ 65% Families: ≥ 95% Staff: ≥ 80%	
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,	2023-24: Students: 78% Families: 96% Staff: 75%			2026-27: Students: ≥ 75% Families: ≥ 95% Staff: ≥ 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 83.25%			2026-27: (Spring 2026 to Fall 2026) >= 85%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	<p>Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family 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>	\$275.00	Yes
4.2	Building relationships and partnerships with families for student outcomes	<p>Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators</p>	\$220,769.21	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. 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 also support families to understand and exercise their legal rights and advocate for their own students and all students. 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> <ul style="list-style-type: none"> <li>• 3010 Title I 5800 Professional Services \$1,590</li> <li>• 3010 Title I 3500 Unemployment Insurance \$90</li> <li>• 3010 Title I 3300 OASDI/Medicare \$261</li> <li>• 3010 Title I 3100 STRS \$3438</li> <li>• 3010 Title I 1100 Teacher Salaries \$18,000</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</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 expenses, 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>	\$320,667.84	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• 4201 Title III - Immigrant. Ed. 4345 Non-Instructional Student Supplies \$4,317.38</li> <li>• 3010 Title I 4340 Educational Software \$4,134</li> <li>• 3010 Title I Teacher salaries and benefits \$9,374.55</li> </ul>		
4.4	Annual educational partner surveys	<p>Charter School will annually administer school experience surveys to students, families, 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 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: 3010 Title I - 5800 Professional Services: \$1,233.84</p>	\$1,233.84	Yes
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify</p>	\$388,295.53	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 Schools Coordinator 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>		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$971,366	\$70,057

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.744%	8.864%	\$213,071.45	36.608%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Healthy and nutritious meals</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There</p>	<p>MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is a need to provide all our students with healthy and nutritious meals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary</p>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	<p><b>Action:</b> Professional development for high-quality instruction</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.</p>	<p>standard on the CAASPP- ELA/Literacy assessments (Source: CDE DataQuest)</p> <ul style="list-style-type: none"> <li>• Distance from Standard (DFS) on the CAASPP- ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.3</b></p>	<p><b>Action:</b> MTSS - Academic enrichment, intervention, and student support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.</p>	<p>TeachBoost/SchoolMint Grow)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.4</b></p>	<p><b>Action:</b> Designated and integrated ELD programs and support for ELs</p> <p><b>Need:</b></p>	<p>Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD</p>	<p>Goal 2: For all students, but particularly for the EL and LTEL student groups:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated</p>	<ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.</p>	<p>(Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)</li> </ul>
<p><b>3.1</b></p>	<p><b>Action:</b> College/Career readiness programs and activities</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</li> <li>Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>Percentage of seniors who have passed an AP exam with a score of 3 or</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.</p>	<p>higher during their high school years (Source: College Board)</p> <ul style="list-style-type: none"> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>(Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul>
<p><b>3.2</b></p>	<p><b>Action:</b> STEM and GATE programs</p> <p><b>Need:</b> Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)</li> <li>• 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)</li> <li>• Percentage of students who have created or demonstrated a STEAM focused</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.</p>	<p>project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Digital literacy and citizenship programs</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.</p>	<p>With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>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)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.</p>	
<p><b>3.4</b></p>	<p><b>Action:</b> Physical education, activity, and fitness</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.</p> <p><b>Scope:</b></p>	<p>MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>School experience survey "overall</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	<p><b>Action:</b> Additional programs and activities that support well-rounded education</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem</p>	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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)</li> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>types of courses:            courses that satisfy the requirements for entrance to the UC/CSU and            courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks            (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
4.1	<b>Action:</b> Seeking family input for decision-making	Considering the needs of our unduplicated students and their families, Charter School will	Goal 4:

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	<p><b>Need:</b> It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.</p> <p><b>Scope:</b> LEA-wide</p>	<p>hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for</p>	<ul style="list-style-type: none"> <li>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.2</b></p>	<p><b>Action:</b> Building relationships and partnerships with families for student outcomes</p> <p><b>Need:</b> Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the</p>	<p>In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Number of activities/events for parent involvement per year (Source:</li> </ul>

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	<p>cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student</p>	<p>Local Indicator Priority 3)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</li> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA</li> </ul>



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		<p>learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates"</li> </ul>

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			<p>based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>4.3</b></p>	<p><b>Action:</b> MTSS - PBIS and SEL support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence,</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills 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</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

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<p><b>4.4</b></p>	<p><b>Action:</b> Annual educational partner surveys</p> <p><b>Need:</b> It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education.</p>	<p>Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>	<p>coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.5</b></p>	<p><b>Action:</b> Community outreach and partnerships</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>accepted to a 4-year college (Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates" based on the</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators."            (Source: Local Indicator Priority 6, Panorama Education)</p>

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-5 will utilize the concentration grant add-on funds (\$70,057) in the following manner:

MSA-5 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$3,501,133	\$971,366	27.744%	8.864%	36.608%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,744,090.80	\$1,649,867.75	\$25,540.00	\$433,176.57	\$4,852,675.12	\$3,298,854.22	\$1,553,820.90

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	\$0.00	\$17,755.00	\$17,755.00				\$17,755.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	\$29,807.60	\$168,625.38	\$162,469.44	\$35,000.00		\$963.54	\$198,432.98	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	\$25,599.00	\$340,966.78	\$214,011.68	\$152,554.10			\$366,565.78	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$24,360.00	\$24,360.00				\$24,360.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	\$0.00	\$347,839.20	\$289,915.70	\$48,616.50		\$9,307.00	\$347,839.20	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	\$1,019,158.70	\$65,000.00	\$754,832.30	\$329,326.40			\$1,084,158.70	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$47,697.22	\$8,480.00	\$18,547.22		\$20,670.00	\$47,697.22	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$401,238.77	\$58,402.75	\$188,605.37	\$144,083.47		\$126,952.68	\$459,641.52	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$88,945.82	\$0.00	\$88,945.82				\$88,945.82	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$462,797.35	\$152,798.63	\$90,158.56	\$455,503.99		\$69,933.43	\$615,595.98	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$123,486.67	\$0.00		\$123,486.67			\$123,486.67	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1.06	\$1.06				\$1.06	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$130,969.98	\$3,816.00	\$56,203.99	\$78,581.99			\$134,785.98	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$103,502.22	\$43,560.00	\$79,292.22	\$24,210.00	\$25,540.00	\$18,020.00	\$147,062.22	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$122,488.95	\$142,616.62	\$167,788.95	\$61,416.62		\$35,900.00	\$265,105.57	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$275.00	\$275.00				\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$204,389.03	\$16,380.18	\$197,390.21			\$23,379.00	\$220,769.21	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$282,877.86	\$37,789.98	\$268,603.31	\$34,238.60		\$17,825.93	\$320,667.84	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,233.84				\$1,233.84	\$1,233.84	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$303,592.27	\$84,703.26	\$135,002.19	\$144,302.19		\$108,991.15	\$388,295.53	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,501,133	\$971,366	27.744%	8.864%	36.608%	\$1,214,948.12	0.000%	34.702 %	<b>Total:</b>	\$1,214,948.12
								<b>LEA-wide Total:</b>	\$1,214,948.12
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$24,360.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,480.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$188,605.37	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	\$88,945.82	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1.06	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,203.99	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$79,292.22	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$167,788.95	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$197,390.21	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$268,603.31	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,002.19	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,534,649.00	\$4,604,307.65

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$17,755	\$17,755.00
1	1.2	Instructional materials and technology	No	\$310,158	\$310,157.87
1	1.3	Clean and safe facilities that support learning	No	\$357,166	\$357,165.82
1	1.4	Healthy and nutritious meals	Yes	\$24,360	\$24,360.00
1	1.5	Well-orchestrated Home Office support services	No	\$347,839	\$347,839.49
2	2.1	Broad course of study and standards-based curriculum	No	\$931,603	\$979,803.39
2	2.2	Professional development for high-quality instruction	Yes	\$47,697	\$47,697.22
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$459,153	\$459,153.32
2	2.4	Designated and integrated ELD programs	Yes	\$85,297	\$85,297.38
2	2.5	Support for students with disabilities	No	\$567,891	\$563,999.52
3	3.1	College/Career readiness programs and activities	Yes	\$93,810	\$97,899.25

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEAM and GATE programs	Yes	\$1	\$1.06
3	3.3	Digital literacy and citizenship programs	Yes	\$120,864	\$120,863.73
3	3.4	Physical education, activity, and fitness	Yes	\$135,507	\$135,506.96
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$223,126	\$238,885.58
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$217,747	\$217,746.54
4	4.3	MTSS - PBIS and SEL support	Yes	\$331,825	\$337,325.40
4	4.4	Annual stakeholder surveys	Yes	\$1,234	\$1,233.84
4	4.5	Community outreach and partnerships	Yes	\$261,616	\$261,616.28

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$952,693	\$747,442.26	\$739,621.55	\$7,820.71	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$24,360.00	\$24,360.00		
2	2.2	Professional development for high-quality instruction	Yes	\$8,480.00	\$8,480.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$149,634.99	\$159,032.09		
2	2.4	Designated and integrated ELD programs	Yes	\$115,831.20			
3	3.1	College/Career readiness programs and activities	Yes		\$13,909.57		
3	3.2	STEAM and GATE programs	Yes	\$1.06	\$1.06		
3	3.3	Digital literacy and citizenship programs	Yes	\$3,180.00	\$49,999.09		
3	3.4	Physical education, activity, and fitness	Yes	\$85,909.89			
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$5,300.00	\$127,788.95		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$135,511.68	\$194,367.53		
4	4.3	MTSS - PBIS and SEL support	Yes	\$164,999.60	\$42,300		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual stakeholder surveys	Yes	\$1,233.84			
4	4.5	Community outreach and partnerships	Yes	\$53,000.00	\$119,383.26		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,403,716	\$952,693	0.000%	39.634%	\$739,621.55	0.000%	30.770%	\$213,071.45	8.864%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.



# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.



Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

**Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**



- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**



- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 6

CDS Code: 19-64733-0117648

School Year: 2024-25

LEA contact information:

James Choe

Principal

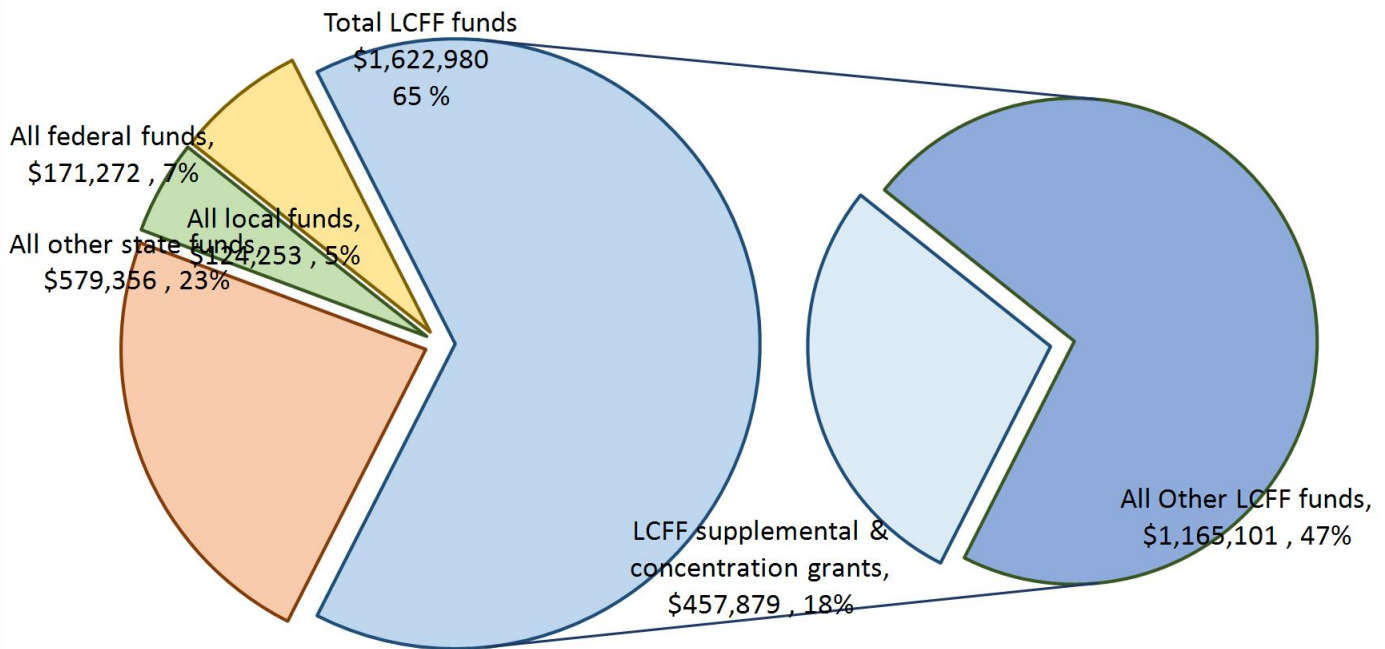
jchoe@magnoliapublicschools.org

(310) 842-8555

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

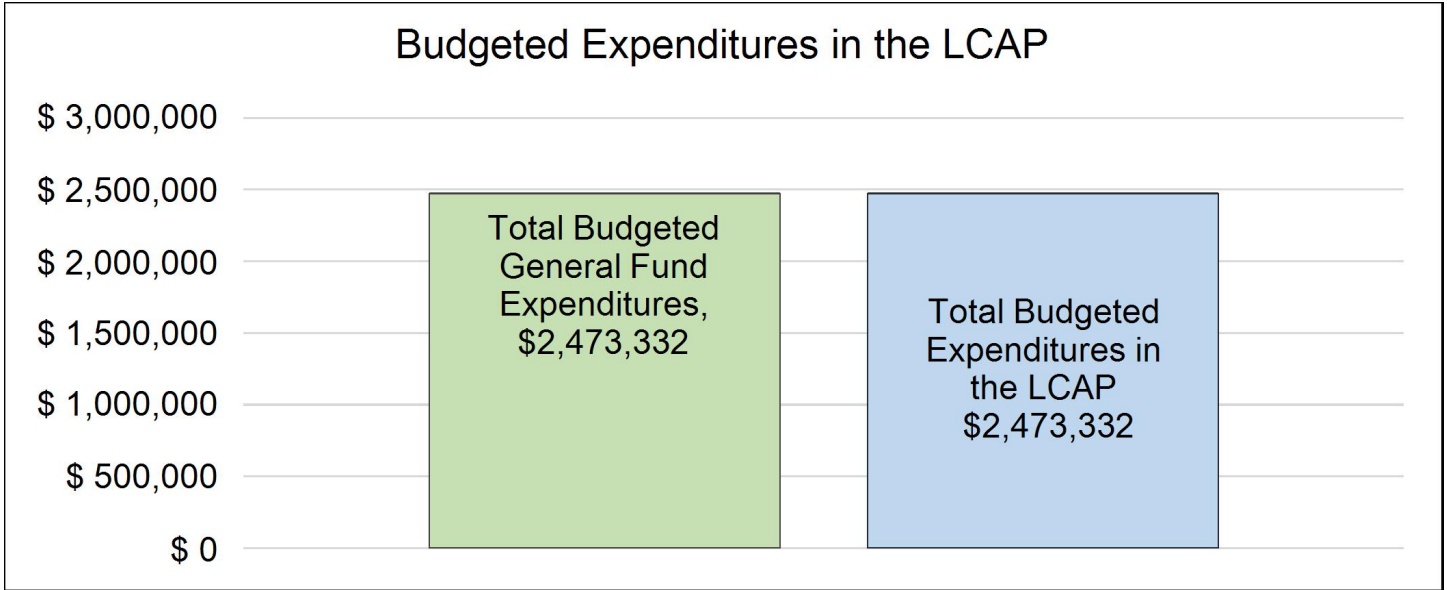


This chart shows the total general purpose revenue Magnolia Science Academy 6 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 6 is \$2,497,861, of which \$1,622,980 is Local Control Funding Formula (LCFF), \$579,356 is other state funds, \$124,253 is local funds, and \$171,272 is federal funds. Of the \$1,622,980 in LCFF Funds, \$457,879 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy 6 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 6 plans to spend \$2,473,331.92 for the 2024-25 school year. Of that amount, \$2,473,331.92 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

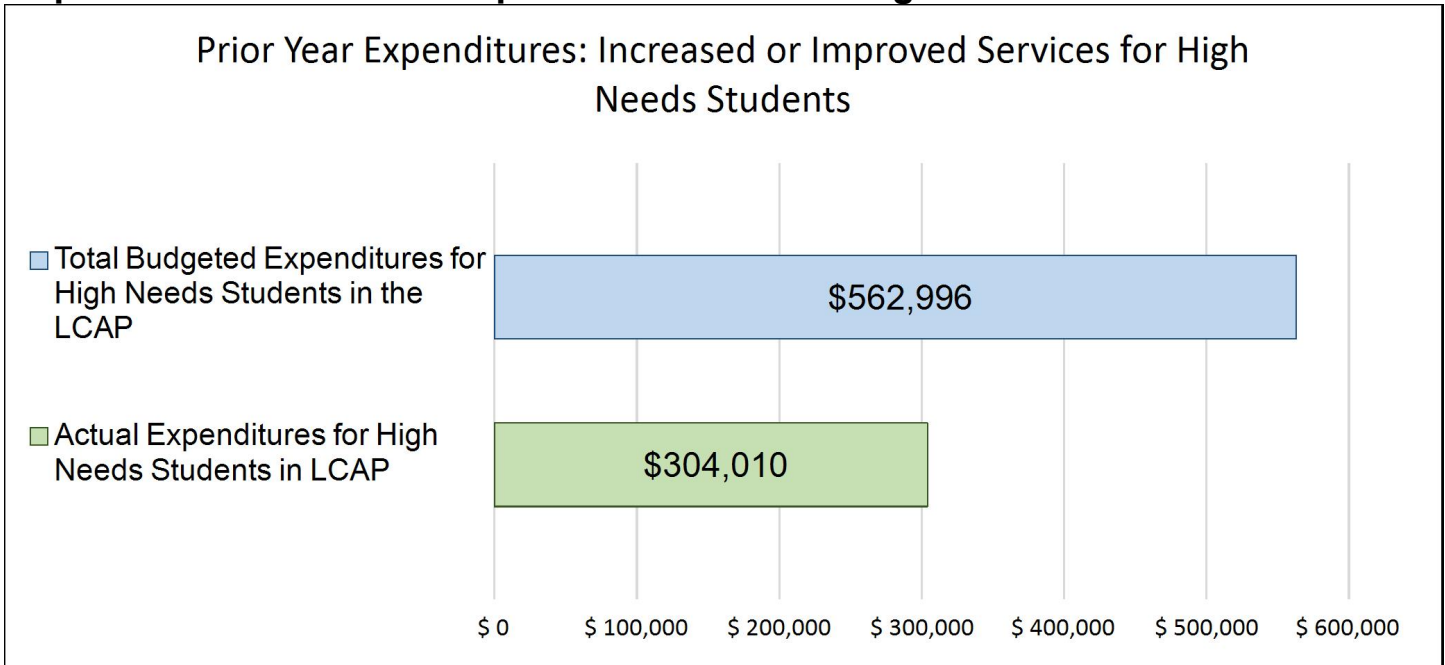
N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 6 is projecting it will receive \$457,879 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 6 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 6 plans to spend \$530,405.82 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Magnolia Science Academy 6 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 6 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 6's LCAP budgeted \$562,995.67 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 6 actually spent \$304,010.09 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-258,985.58,000,000,002 had the following impact on Magnolia Science Academy 6's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 6 used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

# Goals and Actions

## Goal

Goal #	Description
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 1	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	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”	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)					
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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences for this school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1

Budgeted: \$11,554

Actual: \$11,554

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.



Goal 1 Action 2

Budgeted: \$103,595

Actual: \$103,595

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3

Budgeted: \$333,981

Actual: \$333,981

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4

Budgeted: \$4,240

Actual: \$4,240

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5

Budgeted: \$234,479

Actual: \$217,803

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1 Ensuring Properly Credentialed Teachers: Effective

We allocated planned expenses to ensure that all teachers were properly credentialed, with support from the home office team to assist staff members in obtaining or maintaining their teaching credentials. Over the past three years, we had only one misassigned teacher. However, with the collaboration of the home office and LACOE, we ensured she obtained at least an emergency credential.

1.2 Access to Educational Resources: Effective

All students had access to both digital and physical textbooks for their classes. Leveraging technology, we utilized Clever, a platform housing all of our students' digital content. Each student was provided with an electronic device, ensuring full access to digital resources across all subjects. Additionally, physical copies of textbooks were made available to all students.

1.3 Maintenance of School Facilities: Effective

Our new site at Wilton Elementary was well-maintained, providing a clean and safe environment for both staff and students. Over the past three years, we recorded zero instances requiring repairs. As a Prop 39 school, first at Pio Pico (2021-2022) and then at Wilton Elementary (2022-2024), we benefited from having a dedicated plant manager. This was a significant asset compared to our first location at Palms, where we did not have this support. The plant manager's presence streamlined the process for addressing repair needs efficiently.

#### 1.4 Basic Services for Staff and Students: Effective

Our teacher retention rate has exceeded 75% from 2020 to 2024. With a small team of seven teachers, each teacher represents nearly 15% of our staff, making this retention rate significant. Teacher attendance has consistently been over 96%, contributing to a stable learning environment. High teacher attendance ensures fewer substitutes, fosters meaningful connections with students, and maintains consistent learning experiences.

#### 1.5 Support from Home Office Team: Effective

Support from our Home Office Team, including the Academic Team, Operations Team, Human Resources, and Accountability, is crucial for the smooth operation of our school. The Home Office Team keeps us updated on new laws and regulations, informs us about upcoming changes, and provides daily support, ensuring our school operates efficiently and effectively.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We would like to continue using our current programs and our resources to strengthen our Goal 1 desired outcomes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local 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 5/20/24) 75%	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	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/20/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 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 5/24/24) 100%	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	This metric has been retired. We are exploring the "Average Grade Level	2023-24: 60.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	Equivalent Growth from fall 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)	<p>2018-19:</p> <ul style="list-style-type: none"> <li>All Students: 46.26%</li> <li>English Learners: 12.51%</li> <li>Socioeconomically Disadvantaged: 44.96%</li> <li>Students with Disabilities: 9.68%</li> <li>African American: 50%</li> <li>Hispanic: 44.21%</li> </ul>	<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>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 51.76%</li> <li>English Learners: 16.67%</li> <li>Socioeconomically Disadvantaged: 50.65%</li> <li>Students with Disabilities: 27.27%</li> <li>Hispanic: 51.28%</li> </ul> <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</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 60.22%</li> <li>English Learners: 7.69%</li> <li>Socioeconomically Disadvantaged: 61.37%</li> <li>Students with Disabilities: 25.00%</li> <li>Asian: *</li> <li>Hispanic: 59.77%</li> <li>White: *</li> </ul> <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 56.19%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 50.00%</li> <li>English Learners: 17.00%</li> <li>Socioeconomically Disadvantaged: 50.00%</li> <li>Students with Disabilities: 15.00%</li> <li>African American: 51.00%</li> <li>Hispanic: 48.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>All Students: 52.33%</li> <li>English Learners: 28.57%</li> <li>Students with Disabilities: 36.36%</li> <li>Hispanic: 51.90%</li> <li>White: N/A</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 53.85%</li> </ul>	<p>CAASPP- ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>All Students: 57.45%</li> <li>English Learners: 0.00%</li> <li>Students with Disabilities: 33.33%</li> <li>Hispanic: 56.82%</li> <li>White: 0.00%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 68.75%</li> </ul>		
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"> <li>All Students: 16.3 points below standard</li> <li>English Learners: 48.3 points below standard</li> </ul>	<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</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 9.8 points above standard</li> <li>English Learners: 48.0 points below standard</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 29.3 points above standard</li> <li>English Learners: 22.2 points below standard</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 9.0 points below standard</li> <li>English Learners: 41.0 points below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 19.7 points below standard</li> <li>Students with Disabilities: 97.8 points below standard</li> <li>African American: 7.1 points below standard</li> <li>Hispanic: 21.4 points below standard</li> </ul>	<p>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"> <li>All Students: 65.8%</li> <li>English Learners: 69.2%</li> <li>Students with Disabilities: 45.5%</li> <li>Hispanic: 63.0%</li> <li>White: N/A</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 7.6 points above standard</li> <li>Students with Disabilities: 72.8 points below standard</li> <li>Hispanic: 9.5 points above standard</li> </ul> <p>standard</p>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 31.1 points above standard</li> <li>Students with Disabilities: 29.8 points below standard</li> <li>Asian: *</li> <li>Hispanic: 30.2 points above standard</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 12.0 points below standard</li> <li>Students with Disabilities: 80.0 points below standard</li> <li>African American: 1.0 points below standard</li> <li>Hispanic: 13.0 points below standard</li> </ul>
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"> <li>All Students: 61.6%</li> <li>English Learners: 53.1%</li> <li>Socioeconomically Disadvantaged: 65.0%</li> </ul>	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 65.8%</li> <li>English Learners: 69.2%</li> </ul>	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 68.2%</li> <li>English Learners: 54.5%</li> </ul>	<p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 57.0%</li> <li>English Learners: 17.6%</li> </ul>	<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 65%</li> <li>English Learners: 65%</li> <li>Socioeconomically Disadvantaged: 65%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Students with Disabilities: 45.5%</li> <li>African American: 58.3%</li> <li>Hispanic: 63.3%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 65.3%</li> <li>Students with Disabilities: 45.5%</li> <li>Hispanic: 63.0%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 70.4%</li> <li>Students with Disabilities: 60.0%</li> <li>Hispanic: 70.0%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 56.9%</li> <li>Students with Disabilities: 42.1%</li> <li>Hispanic: 56.5%</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>Students with Disabilities: 65%</li> <li>African American: 65%</li> <li>Hispanic: 65%</li> </ul>
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"> <li>All Students: 38.36%</li> <li>English Learners: 12.51%</li> <li>Socioeconomically Disadvantaged: 38.28%</li> <li>Students with Disabilities: 12.90%</li> <li>African American: 35.71%</li> <li>Hispanic: 36.50%</li> </ul>	<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 -</p>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 32.56%</li> <li>English Learners: 7.69%</li> <li>Socioeconomically Disadvantaged: 32.05%</li> <li>Students with Disabilities: 0.00%</li> <li>Hispanic: 34.18%</li> </ul> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 35.87%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 35.63%</li> <li>Students with Disabilities: 25.0%</li> <li>Asian: *</li> <li>Hispanic: 34.89%</li> <li>White: *</li> </ul> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 52.44%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 41.00%</li> <li>English Learners: 17.00%</li> <li>Socioeconomically Disadvantaged: 41.00%</li> <li>Students with Disabilities: 17.00%</li> <li>African American: 41.00%</li> <li>Hispanic: 41.00%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> <li>All Students: 24.71%</li> <li>English Learners: 7.14%</li> <li>Students with Disabilities: 0.00%</li> <li>Hispanic: 26.92%</li> <li>White: N/A</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 46.36%</li> </ul>	<p>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"> <li>All Students: 29.79%</li> <li>English Learners: 0.00%</li> <li>Students with Disabilities: 16.67%</li> <li>Hispanic: 29.55%</li> <li>White: 0.00%</li> </ul> <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 54.07%</li> </ul>		
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 35.9 points below standard</li> </ul>	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 50.8 points below standard</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 15.3 points below standard</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 29.0 points below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CA School Dashboard)	<ul style="list-style-type: none"> <li>English Learners: 61.1 points below standard</li> <li>Socioeconomically Disadvantaged: 39.4 points below standard</li> <li>Students with Disabilities: 98.5 points below standard</li> <li>African American: 35.0 points below standard</li> <li>Hispanic: 41.6 points below standard</li> </ul>	<p>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"> <li>All Students: 77.2%</li> <li>English Learners: 69.2%</li> <li>Students with Disabilities: 72.7%</li> <li>Hispanic: 78.1%</li> <li>White: N/A</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 108.9 points below standard</li> <li>Socioeconomically Disadvantaged: 54.8 points below standard</li> <li>Students with Disabilities: 122.1 points below standard</li> <li>Hispanic: 50.9 points below standard</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 81.6 points below standard</li> <li>Socioeconomically Disadvantaged: 13.2 points below standard</li> <li>Students with Disabilities: 56.4 points below standard</li> <li>Asian: *</li> <li>Hispanic: 15.8 points below standard</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 54.0 points below standard</li> <li>Socioeconomically Disadvantaged: 32.0 points below standard</li> <li>Students with Disabilities: 88.0 points below standard</li> <li>African American: 28.0 points below standard</li> <li>Hispanic: 33.0 points below standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress	2020-21: <ul style="list-style-type: none"> <li>All Students: 60.0%</li> </ul>	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:	Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:	2023-24: <ul style="list-style-type: none"> <li>All Students: 65.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>English Learners: 56.3%</li> <li>Socioeconomically Disadvantaged: 58.0%</li> <li>Students with Disabilities: 57.1%</li> <li>African American: 33.3%</li> <li>Hispanic: 63.0%</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 77.2%</li> <li>English Learners: 69.2%</li> <li>Socioeconomically Disadvantaged: 77.8%</li> <li>Students with Disabilities: 72.7%</li> <li>Hispanic: 78.1%</li> <li>White: N/A</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 64.7%</li> <li>English Learners: 72.7%</li> <li>Socioeconomically Disadvantaged: 63.0%</li> <li>Students with Disabilities: 60.0%</li> <li>Hispanic: 65.0%</li> <li>White: 100.0%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 57.9%</li> <li>English Learners: 58.8%</li> <li>Socioeconomically Disadvantaged: 56.9%</li> <li>Students with Disabilities: 57.9%</li> <li>Hispanic: 58.7%</li> <li>White: *</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 65.0%</li> <li>Socioeconomically Disadvantaged: 65.0%</li> <li>Students with Disabilities: 65.0%</li> <li>African American: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 65.0%</li> </ul>
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"> <li>Level 4: 31.25%</li> <li>Level 3: 43.75%</li> <li>Level 3: 18.75%</li> <li>Level 1: 6.25%</li> </ul>	2021-22: (2022 Dashboard) 66.7%	2022-23: (2023 Dashboard) 50.0%	2022-23: (2023 Dashboard) 47.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 10.35%</li> <li>Socioeconomically Disadvantaged: 4.35%</li> <li>Hispanic: 4.26%</li> </ul>	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> <li>All Students: 26.47%</li> <li>Socioeconomically Disadvantaged: 26.66%</li> <li>Hispanic: 28.13%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 33.33%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: 32.35%</li> <li>Students with Disabilities: *</li> <li>Hispanic: 34.28%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 16.00%</li> <li>Socioeconomically Disadvantaged: 10.00%</li> <li>Hispanic: 10.00%</li> </ul>

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There is no substantive difference.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1

Budgeted: \$648,185

Actual: \$637,863

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2

Budgeted: \$34,190

Actual: \$34,190

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3

Budgeted: \$236,377

Actual: \$234,593

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4

Budgeted: \$104,296

Actual: \$104,296

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5

Budgeted: \$133,751

Actual: \$133,751

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

### 2.1 Core Curriculum Implementation: Effective

Magnolia Science Academy 6 has effectively implemented its core curriculum, encompassing Math, ELA, History, and Science. We have further enriched our curriculum with PE and Life Skills classes. Our after-school programs support a range of student interests, providing additional learning opportunities. Moving forward, we aim to develop a more robust curriculum within school hours to equip our students with the skills needed to become well-rounded individuals. Currently, we offer approximately 75% of our desired programs and services, primarily due to the limited availability of elective classes. We aspire to incorporate additional enrichment classes such as foreign languages, home economics, and band into our regular school day.

### 2.2 Data-Driven Professional Development: Effective

We utilize data from various sources to determine our professional development needs. IAB data helps us evaluate program effectiveness, while formative assessments guide instructional improvements. Summative assessments, including SBAC and MAP tests, measure our progress toward our goals. To address school culture, we review suspension data and detention logs, using these insights to inform our professional development initiatives. We have completed four out of five Kagan workshops to enhance student engagement and recently conducted a "diversity sensitivity" training for our staff to promote an inclusive school culture. Our academic performance is robust, with strong state summative scores and consistent in-district growth over the past three years. Over 80% of our students have maintained passing grades, with ELA state testing proficiency above 48% and Math state test scores above 32%.

### 2.3 Investment in Personnel and Educational Programs: Effective

Funds allocated to Goal 2, Action 3, were primarily spent on personnel and educational programs. We ensured adequate staffing to support MTSS, providing each grade level with a teacher aide to assist in core classes. We have also utilized IXL for the past three years to support students at various levels, including low, high, EL, and SWD, helping them achieve their educational goals. Currently, three out of seven teachers have completed a rigorous professional development program, and we continue to support staff development through recommendations gathered from surveys. This year, three teachers attended the "Capturing Kids' Hearts" professional development, while the entire team participated in a two-day Kagan workshop.

### 2.4 Support for ELD Students: Needs Improvement

To support our ELD students, we assigned a credentialed teacher to the designated ELD class. This year, 6 out of 20 students (nearly 28%) achieved an overall score of 4 on the ELPAC test. We are in the process of reclassifying these students, pending parent approval. Additionally, we have faced new challenges with an influx of students who are new to the country and have limited English proficiency. We are actively reaching out to ELD coordinators within and outside our network to determine the best strategies for supporting these students.

### 2.5 Special Education Services: Effective

We have consistently held all annual and tri-annual IEP meetings on time for our SPED students, providing necessary services as specified in each IEP. These services include accommodations such as speech therapy, additional time, and adaptive physical education (APE). However, due to technical difficulties, miscommunication, and student absences, some students have been placed in higher tiers for additional support. We are working to address these issues to ensure all students receive the appropriate level of support.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We would like to continue using our current programs and our resources to strengthen our Goal 2 desired outcomes. We want to be mindful of how we want to approach our students who are new the country and create a standard operating procedure for students who are in need of intensive English assistance.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 2%	2021-22: (As of 5/13/22) 1%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 5/20/24) 2.0%	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 5/20/24) 100%	2023-24: 100%
Percentage of students who have	2020-21: (As of 4/16/21)	2021-22: (As of 5/13/22)	2022-23: (As of 5/12/23)	2023-24: (As of 5/20/24)	2023-24: 100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	95%	96%	97%	92.0%	

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive difference.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1

Budgeted: \$0

Actual: \$0

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2

Budgeted: \$1,590

Actual: \$1,590

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3

Budgeted: \$318

Actual: \$318

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

#### Goal 3 Action 4

Budgeted: \$102,936

Actual: \$102,936

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

#### Goal 3 Action 5

Budgeted: \$77,451

Actual: \$77,451

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

#### 3.1 College/Career Readiness Programs and Activities: Effective

Magnolia Science Academy 6 did not allocate or spend funds specifically on college and career readiness due to the focus of these activities being more relevant for higher grades, or because the expenditures were categorized differently. Nevertheless, we successfully hosted career fairs, providing students with valuable opportunities to explore various career options.

#### 3.2 STEAM and GATE Programs: Effective

At Magnolia Science Academy 6, students engage in scientific projects throughout the year, continually refining their work. This process nurtures critical thinking and perseverance, essential skills for success in rigorous competitions and beyond. In the past two years, 96% and 97% of our students, respectively, have participated in creating STEAM projects. Additionally, 1% to 3% of our student population has taken advanced math courses through an independent study program with BYU, overseen by our administration to ensure they receive the necessary support. Post-pandemic, we have also incorporated tech skills into the curriculum for 100% of our students, reflecting the increased use of technology in our classes.

#### 3.3 Digital Literacy and Citizenship Programs: Effective

We integrate digital literacy across all classes, equipping students with essential 21st-century skills such as writing, navigating, researching, and using technology effectively. Additionally, our citizenship curriculum, "The Leader in Me," prepares students to handle real-world challenges they will encounter as middle schoolers, enhancing our citizenship program.

#### 3.4 Physical Education, Activity, and Fitness: Effective

We prioritize physical fitness alongside academic excellence, preparing our students for the mandatory Physical Fitness Test in 7th grade. Last year, 80% of our students passed the PFT, and this year, we are on track to have more than 80% of our 7th graders pass the test.

### 3.5 Additional Programs and Activities Supporting Well-Rounded Education: Effective

Last year, we were awarded the ASES grant, enabling us to introduce "Think Together," an after-school program. This program offers a variety of activities that complement our existing curriculum and provides extended care until 6 pm, supporting parents who work late.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We would like to continue using our current programs and our resources to strengthen our Goal 3 desired outcomes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 7	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) 2	2022-23: (As of 5/12/23) 2	2023-24: (As of 5/20/24) 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) 14	2021-22: (As of 5/13/22) 8	2022-23: (As of 5/12/23) 8	2023-24: (As of 5/20/24) 7	2023-24: 8
Number of activities/events for parent involvement per year (Source:	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 5/20/24) 22	2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 6/14/24) 4	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 26.1%	2021-22: (As of 5/13/22) 25.8%	2022-23: (As of 5/12/23) 27.7%	2023-24: (As of 5/20/24) 26.5%	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-2 ADA) 92.80%	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 5/31/24) 19.7%	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 6/3/24) 0.0%	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) 0.00%	2021-22: (2022 Dashboard) 1%	2022-23: (2023 Dashboard) 3.1%	2022-23: (2023 Dashboard) 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23: (As of 5/12/23) 3.1%	2023-24: (As of 5/31/24) 5.0%	
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: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%
			2022-23: (As of 5/12/23) 0.00%	2023-24: (As of 5/31/24) 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%	2023-24: Students: 99.1.0% Families: 94.2% Staff: 100.0%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 99% Staff: 93%	2021-22: Students: 77% Families: 99% Staff: 97%	2022-23: Students: 76% Families: 98% Staff: 97%	2023-24: Students: 77.0% Families: 98.0% Staff: 93.0%	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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences to report.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted: \$0

Actual: \$0

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2

Budgeted: \$144,599

Actual: \$144,599

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3

Budgeted: \$167,929

Actual: \$148,929

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 4

Budgeted: \$1,060

Actual: \$1,060

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5

Budgeted: \$119,237

Actual: \$105,160

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

4.1 Seeking Family Input for Decision Making: Effective

Our goal is to increase opportunities for parents to actively participate in the decision-making process. Beyond utilizing surveys, we aim to facilitate in-depth discussions about the school's operations, empowering parents to become influential decision-makers. To gather valuable input, we organize "Coffee with the Principal" meetings, PAC meetings, and PTF meetings, encouraging parents to share their thoughts, ideas, comments, and questions. Over the past two years, we have hosted over 20 events to foster a sense of belonging among families. Additionally, despite not meeting the threshold for four mandatory ELAC meetings per year, we ensure these meetings occur at least three times annually to strengthen the connection between the school and our families.

#### 4.2 Building Partnerships with Families for Student Outcomes: Effective

Home visits are a critical component in building strong partnerships with families. This year, we set a goal for our staff to reach 25% of families, and as of May 2024, we achieved 26.7%. To enhance these partnerships further, we established a Parent Advisory Committee (PAC) for parents to provide input on all school-related matters. We also issue progress reports twice per semester before the semester report cards, typically followed by parent-teacher conferences held twice a year. For the past two years, we have prioritized level 3 intervention students for these conferences, subsequently opening them to all families. This approach has helped us address potential issues before students' grades drop significantly. Additionally, we have implemented a new SSPT program to support chronically absent students by having a teacher liaise with the student and family to develop a path for academic improvement, thereby strengthening partnerships and enhancing student outcomes.

#### 4.3 MTSS - PBIS and SEL Support: Effective

Our monthly PBIS meetings and assemblies have been beneficial, although fundraising remains a challenge. To sustain PBIS, we need to raise funds for student rewards. Our new SEL program, launched mid-year in 2022-2023, requires faithful implementation to effectively evaluate its impact.

#### 4.4 Annual Stakeholder Surveys: Effective

We will continue conducting annual stakeholder surveys to identify best practices and areas for improvement. Over the past three years post-pandemic, we have observed a positive impact on students, staff, and families. We aim to maintain this trend in the next LCAP cycle. These surveys, administered twice a year, help pinpoint growth areas and priorities for the upcoming school year. Our approval ratings are as follows:

	2021-2022	2022-2023
Students	77%	76.0%
Families	99%	98.0%
Staff	97%	97.0%

#### 4.5 Community Outreach and Partnerships: Effective

We will continue seeking new partnerships and nurturing existing ones to establish ourselves as a true community school. Our partnership with Smart Tutors aims to reduce failing grades, and our new after-school program, SELF-MADE, focuses on Brazilian jiu-jitsu to engage chronically absent students and improve attendance. As this is the first year of implementation, we have yet to analyze the data for academic performance and chronic absenteeism. We are optimistic that these programs will positively impact our school and look forward to continuing these partnerships.



A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue with the plans and strengthen our procedures and practices for the upcoming years.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 6	James Choe Principal	jchoe@magnoliapublicschools.org (310) 842-8555

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 115 students in grades 6-8, and mainly draws enrollment from Palms, Koreatown, and Mid-city, CA and its neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves faces economic challenges. MSA-6 has a diverse enrollment, including 86% Hispanic/Latino, 9% African American, 5% White, 76% Socioeconomically Disadvantaged, 20% Special Education, and 20% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by its clubs and after-school programs and with its ASES program with Think Together that runs until 6 pm.

Magnolia Science Academy 6  
Address: 4049 W. 8th St., Los Angeles, CA, 90005  
Phone: 310-842-8555  
Email: jchoe@magnoliapublicschools.org

**Our Mission**  
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

## Our Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

## INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

## CONNECTION

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

## EXCELLENCE

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

### SUCCESSSES

SBAC scores from 2022-2023 shows an increase in ELA proficiency to 62% and a proficiency in math to 35%

Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.

Intervention programs were effective in providing academic supports to specific groups of students.

Providing feedback to students on their areas of growth/need through data from MAP, ICAs and IABs.

Providing additional academic support such as afterschool (tutoring) and Saturday school.

Increased amounts of PBIS awards.

Teacher-led meetings to provide feedback and sharing best practices.

Constant communication between the academic teachers and the special education teacher to address modifications and accommodations for students with IEPs.

## CHALLENGES

Addressing students who are failing much earlier in the semester and find ways to engage these students.

Lack of data on incoming students' prior knowledge.

Lack of foundational skills from incoming students.

Lack of attendance

ELA is 19.5 points above state standards

Math is 15.3 points below state standards

Chronic absenteeism is at 32%

Areas that need close attention:

a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs. b. Programs and incentives: We will use our new Parent Square communication tool to engage homeless parents via text message, voicemail, email and certified letters. We will recognize students' high participation with some incentives like school supplies, metro passes etc.

Cross-curricular activities between all core subjects.

Using graphic organizers or interactive activities to provide vocabulary support for ELL.

a. Examples: Quizlets, Kahoot, synonyms/antonyms games, practice vocabulary use in sentences, and sentence-starter posters.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A



# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	During the PAC meetings, we have gone over our data in order to give the family community an idea of what our scores were like and what our goals were as well. This meant that the school developed presentations that were based off of proficiency scores from our data portal/dashboard websites in order present the information in a way that the parents could digest our information.
Students	During the PAC meetings, students are involved in the decision making process for our LCAP. At specific PAC meetings, we have gone over our data in order to give the students an idea of what our scores were like and what our goals were as well. This meant that the school developed presentations that were based off of proficiency scores from our data portal/dashboard websites in order present the information in a way that the parents could digest our information.
Teachers	Presentations have been made to our staff about our LCAP and the goals. These meetings are held throughout the year, where we speak about our accomplishments and achievements from the past year, our goals for the upcoming year, and ways to attain our goals. During this time, we go over what our projected goals/or make projected goals for the year and for future years.
School administrators	The administration team talks about what our goals were, what our results are, and what our future goals should be. We do our best to decide what the best attainable goal would be for the next few years in order to set achievement goals for ourselves.

Educational Partner(s)	Process for Engagement
SELPA Partners	SELPA representatives are engaged to ensure the needs of students with disabilities are adequately addressed in the LCAP. Regular consultations and feedback sessions are held to discuss the effectiveness of special education programs and identify areas for improvement. This collaboration helps in developing targeted actions to support students with disabilities, ensuring they receive equitable and effective education. By actively seeking input from these educational partners, MSA-6 ensures that the LCAP is a comprehensive plan that reflects the community's needs and priorities. This collaborative approach not only enhances the quality of the LCAP but also fosters a sense of ownership and commitment among all stakeholders.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The decisions to create goals for our LCAP was influenced by the feedback that was provided by the educational partners. We, as an administrative team, would take into consideration the perspectives that all of our stakeholders had given, find the middle ground, and then share it back to the stakeholders. The feedback and goals are then presented to the home office to be adopted into the following year's LCAP.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 100.0%			2024-25: > 85%	
1.2	Percentage of students without access to their	2023-24: 0%			2026-27: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2026-27: 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%			2026-27: (Fall 2025 to Fall 2026) >= 80%	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.6%			2026-27: >= 95.0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$11,554.00	No
1.2	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.	\$90,963.43	No

Action #	Title	Description	Total Funds	Contributing
		<p>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"> <li>• 4035 Title II - Technology: \$963.54</li> </ul>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and</p>	\$303,981.05	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
<b>1.4</b>	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$4,240.00	Yes
<b>1.5</b>	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial</p>	\$217,804.08	No



Action #	Title	Description	Total Funds	Contributing
		<p>sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;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>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Portrait of a Graduate,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%			2026-27: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%			2026-27: >= 85%	
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 90%			2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 60.22%</li> <li>English Learners: 7.69%</li> <li>Socioeconomically Disadvantaged : 61.37%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 55.00%</li> <li>English Learners: &gt;= 10.00%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: 25.00%</li> <li>• Asian: *</li> <li>• Hispanic: 59.77%</li> <li>• White: *</li> </ul>			<ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: &gt;= 55.00%</li> <li>• Students with Disabilities: &gt;= 25.00%</li> <li>• Hispanic: &gt;= 55.00%</li> <li>• White: *</li> </ul>	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 29.3 points above standard</li> <li>• English Learners: 22.2 points below standard</li> <li>• Socioeconomically Disadvantaged : 31.1 points above standard</li> <li>• Students with Disabilities: 29.8 points below standard</li> <li>• Asian: *</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 30.0 points above standard</li> <li>• English Learners: 13.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 32.0 points above standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic: 30.2 points above standard</li> <li>White: *</li> </ul>			<ul style="list-style-type: none"> <li>Students with Disabilities: 20.0 points below standard</li> <li>Hispanic: *</li> </ul>	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 57.0%</li> <li>English Learners: 17.6%</li> <li>Socioeconomically Disadvantaged: 56.9%</li> <li>Students with Disabilities: 42.1%</li> <li>Hispanic: 56.5%</li> <li>White: *</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: <math>\geq 50\%</math></li> <li>English Learners: <math>\geq 50\%</math></li> <li>Socioeconomically Disadvantaged: <math>\geq 50\%</math></li> <li>Students with Disabilities: <math>\geq 50\%</math></li> <li>Hispanic: <math>\geq 50\%</math></li> <li>White: *</li> </ul>	
2.7	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 0.11 (CGP: 55th percentile)</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq</math></li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>English Learners: CGI: 0.00 (CGP: 50th percentile)</li> <li>Socioeconomically Disadvantaged : CGI: 0.19 (CGP: 57th percentile)</li> <li>Students with Disabilities: *</li> <li>Hispanic: CGI: 0.07 (CGP: 53rd percentile)</li> <li>White: *</li> </ul>			<ul style="list-style-type: none"> <li>50th percentile )</li> <li>English Learners: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>Socioeconomically Disadvantaged: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>Students with Disabilities: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>Hispanic: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>White: *</li> </ul>	
2.8	Percentage of students who have met or	2022-23:			2025-26:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> <li>• All Students: 35.87%</li> <li>• English Learners: 0.00%</li> <li>• Socioeconomically Disadvantaged : 35.63%</li> <li>• Students with Disabilities: 25.0%</li> <li>• Asian: *</li> <li>• Hispanic: 34.89%</li> <li>• White: *</li> </ul>			<ul style="list-style-type: none"> <li>• All Students: &gt;= 37.00%</li> <li>• English Learners: &gt;= 10.00%</li> <li>• Socioeconomically Disadvantaged: &gt;= 37.00%</li> <li>• Students with Disabilities: &gt;= 25.00%</li> <li>• Hispanic: &gt;= 37.00%</li> <li>• White: *</li> </ul>	
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 15.3 points below standard</li> <li>• English Learners: 81.6 points below standard</li> <li>• Socioeconomically Disadvantaged : 13.2 points</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 13.0 points below standard</li> <li>• English Learners: 72.0 points below standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>below standard</li> <li>Students with Disabilities: 56.4 points below standard</li> <li>Asian: *</li> <li>Hispanic: 15.8 points below standard</li> <li>White: *</li> </ul>			<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 11.0 points below standard</li> <li>Students with Disabilities: 47.0 points below standard</li> <li>Hispanic: 13.0 points below standard</li> <li>White: *</li> </ul>	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 57.9%</li> <li>English Learners: 58.8%</li> <li>Socioeconomically Disadvantaged: 56.9%</li> <li>Students with Disabilities: 57.9%</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: &gt;= 50%</li> <li>English Learners: &gt;= 50%</li> <li>Socioeconomically Disadvantaged: &gt;= 50%</li> <li>Students with</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic: 58.7%</li> <li>White: *</li> </ul>			Disabilities: $\geq 50\%$ <ul style="list-style-type: none"> <li>Hispanic: <math>\geq 50\%</math></li> <li>White: *</li> </ul>	
2.11	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 0.030 (CGP: 62nd percentile)</li> <li>English Learners: CGI: 0.00 (CGP: 50th percentile)</li> <li>Socioeconomically Disadvantaged: CGI: 0.18 (CGP: 57th percentile)</li> <li>Students with Disabilities: *</li> <li>Hispanic: CGI: 0.41 (CGP: 66th percentile)</li> <li>White: *</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>English Learners: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>Socioeconomically Disadvantaged: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>Students with Disabilities: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					percentile ) <ul style="list-style-type: none"> <li>Hispanic: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>White: *</li> </ul>	
2.12	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)	2022-23: (2023 Dashboard) 50.0%			2025-26: (2026 Dashboard) >= 50.0%	
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 17.6%			2025-26: (CDE DataQuest) >= 10.0%	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 33.33%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged : 32.35%</li> <li>Students with Disabilities: *</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 30.00%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvant</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic: 34.28%</li> </ul>			<ul style="list-style-type: none"> <li>aged: &gt;= 30.00%</li> <li>Students with Disabilities: *</li> <li>Hispanic: &gt;= 30.00%</li> <li>White: *</li> </ul>	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$657,953.55	No
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional</p>	\$34,190.12	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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/SchoolMint Grow software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• 5864 Prof Dev-Other Funding Source: Federal Resource Code: 4035 Title II Amount: \$4,985.18</li> </ul>		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP,</p>	\$265,248.74	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Title I - Educational Software: \$12,195.8</li> <li>• Title I - Unemployment Insurance: \$194.09</li> <li>• Title I- Health &amp; Welfare Benefits: 2,300.36</li> <li>• Title I - OASDI/Medicare: \$562.86</li> <li>• Title I - STRS: \$7,414.23</li> <li>• Title I - Teacher Salaries: \$38,818</li> <li>• Title IV - Educational Software: \$7,782.25</li> </ul>		
2.4	Designated and integrated ELD programs and support for ELs	<p>Charter School will provide services to ELs, including newcomers and LTELs, 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, including newcomers and LTELs, 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>	\$108,770.07	Yes

Action #	Title	Description	Total Funds	Contributing
		<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	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$168,165.52	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

It is the Charter School’s vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 2.0%			2026-27: >= 10%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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)	2023-24: (As of 5/20/24) 100%			2026-27: >= 90%	
3.3	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)	2023-24: (As of 5/20/24) 92.0%			2026-27: >= 80%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college/career 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>	\$0.00	Yes
3.2	STEM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and 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 STEM program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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 may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.</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"> <li>Title IV - Educational Software: \$318</li> </ul>	\$318.00	Yes
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic</p>	\$106,585.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Title IV - PE supplies: \$1,060</li> </ul>		
3.5	Additional programs and activities that support well-rounded education	<p>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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded</p>	\$77,451.91	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Title IV - Arts and Music Supplies: \$1,378</li> </ul>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7			2026-27: >= 8	
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 2			2026-27: >= 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22			2026-27: ≥ 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 26.5%			2026-27: ≥ 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 92.80%			2026-27: (P-2 ADA) ≥ 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 32.0%			2025-26: (2026 Dashboard) ≤ 20.0%	
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%			2026-27: ≤ 2.0%	
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.1%			2025-26: (2026 Dashboard) ≤ 2.5%	
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) ≤ 0.50%	
4.10	School experience survey "participation rates" by students,	2023-24: Students: 99.1.0% Families: 94.2%			2026-27: Students: ≥ 95.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	families, and staff (Source: Local Indicator Priority 6, Panorama Education)	Staff: 100.0%			Families: >= 75.0% Staff: >= 95.0%	
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 77.0% Families: 98.0% Staff: 93.0%			2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%	
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 85% Families: 99% Staff: 87%			2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%	
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 91.39%			2026-27: (Spring 2026 to Fall 2026) >= 85%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of	\$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family 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 relationships and partnerships with families for student outcomes	<p>Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. 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 also support families</p>	\$149,111.60	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to understand and exercise their legal rights and advocate for their own students and all students. 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> <ul style="list-style-type: none"> <li>• Title I - Professional Services: \$1,060</li> <li>• Title I - Unemployment Insurance: \$15</li> <li>• Title I - OASDI/Medicare: \$43.5</li> <li>• Title I - STRS: \$573</li> <li>• Title I - Teacher Salaries: \$3,000</li> </ul>		
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills 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>	\$152,590.50	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, 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"> <li>• Title I - Ins. Mats and Supplies: \$530</li> </ul>		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, 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	\$1,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Title I - Professional Services: \$1,060</li> </ul>		
<b>4.5</b>	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of 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: Community Schools Coordinator 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>	\$121,479.35	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$457,879	\$33,842

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.212%	9.527%	\$100,866.91	37.739%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Healthy and nutritious meals</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There</p>	<p>MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is a need to provide all our students with healthy and nutritious meals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary</p>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	<p><b>Action:</b> Professional development for high-quality instruction</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.</p>	<p>standard on the CAASPP- ELA/Literacy assessments (Source: CDE DataQuest)</p> <ul style="list-style-type: none"> <li>• Distance from Standard (DFS) on the CAASPP- ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.3</b></p>	<p><b>Action:</b> MTSS - Academic enrichment, intervention, and student support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.</p>	<p>TeachBoost/SchoolMint Grow)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.4</b></p>	<p><b>Action:</b> Designated and integrated ELD programs and support for ELs</p> <p><b>Need:</b></p>	<p>Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD</p>	<p>Goal 2: For all students, but particularly for the EL and LTEL student groups:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated</p>	<ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.</p>	<p>(Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)</li> </ul>
<p><b>3.1</b></p>	<p><b>Action:</b> College/Career readiness programs and activities</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>School experience survey "overall satisfaction rates" based on the responses of our students to the question,</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>"Overall, I am satisfied and would recommend this school to other students."            (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>3.2</b></p>	<p><b>Action:</b> STEM and GATE programs</p> <p><b>Need:</b> Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.</p>	<p>Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)</li> <li>• 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)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.</p>	<ul style="list-style-type: none"> <li>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)</li> </ul>
3.3	<p><b>Action:</b> Digital literacy and citizenship programs</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-</p>	<p>With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>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:</li> </ul>

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	<p>income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.</p>	<p>Local Indicator Priority 7, SIS)</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Physical education, activity, and fitness</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality</p>	<p>MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>physical education and extracurricular activities do better academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>3.5</b></p>	<p><b>Action:</b> Additional programs and activities that support well-rounded education</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs</p>	<p>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 (LOTE), 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,</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am</li> </ul>

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			<p>satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>4.1</b></p>	<p><b>Action:</b> Seeking family input for decision-making</p> <p><b>Need:</b> It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide</p>	<p>Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic</li> </ul>



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	<p>multiple channels to engage parents in decision making.</p> <p><b>Scope:</b> LEA-wide</p>	<p>addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.2</b></p>	<p><b>Action:</b> Building relationships and partnerships with families for student outcomes</p> <p><b>Need:</b></p>	<p>In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or</li> </ul>

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	<p>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in</p>	<p>better in core subjects and electives (Source: SIS)</p> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)</li> <li>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</li> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate</li> </ul>

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		<p>building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>(Source: CDE DataQuest, CALPADS)</p> <ul style="list-style-type: none"> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms;</li> </ul>

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			<p>safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.3</b></p>	<p><b>Action:</b> MTSS - PBIS and SEL support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and</li> </ul>

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	<p>These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and</p>	<p>electives (Source: SIS)</p> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in</li> </ul>

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		<p>needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

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<p><b>4.4</b></p>	<p><b>Action:</b> Annual educational partner surveys</p> <p><b>Need:</b> It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement</p>	<p>Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>are so we can continue to provide our students with the best quality education.</p> <p><b>Scope:</b> LEA-wide</p>	<p>current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.5</b></p>	<p><b>Action:</b> Community outreach and partnerships</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Average Daily Attendance</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>(ADA) Rate (Source: SIS)</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)            (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators."            (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-6 will utilize the concentration grant add-on funds (\$33,842) in the following manner:

MSA-6 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,622,980	\$457,879	28.212%	9.527%	37.739%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,777,698.39	\$540,033.46		\$155,600.07	\$2,473,331.92	\$1,613,151.85	\$860,180.07

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	\$0.00	\$11,554.00	\$11,554.00				\$11,554.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	\$0.00	\$90,963.43	\$55,999.89	\$34,000.00		\$963.54	\$90,963.43	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	\$16,394.40	\$287,586.65	\$303,981.05				\$303,981.05	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$4,240.00	\$4,240.00				\$4,240.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	\$0.00	\$217,804.08	\$217,804.08				\$217,804.08	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	\$637,953.55	\$20,000.00	\$657,953.55				\$657,953.55	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$34,190.12	\$2,650.00	\$26,554.94		\$4,985.18	\$34,190.12	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$240,557.78	\$24,690.96	\$8,962.91	\$140,228.98		\$116,056.85	\$265,248.74	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$108,770.07	\$0.00	\$108,770.07				\$108,770.07	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$101,414.12	\$66,751.40		\$143,608.52		\$24,557.00	\$168,165.52	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,590.00	\$0.00	\$1,590.00			\$1,590.00	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$318.00	\$0.00			\$318.00	\$318.00	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$105,525.00	\$1,060.00	\$105,525.00			\$1,060.00	\$106,585.00	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$77,451.91	\$2,120.00	\$73,953.91		\$1,378.00	\$77,451.91	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$275.00	\$275.00				\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$142,497.20	\$6,614.40	\$144,420.10			\$4,691.50	\$149,111.60	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$146,022.74	\$6,567.76	\$150,262.74	\$1,797.76		\$530.00	\$152,590.50	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,060.00				\$1,060.00	\$1,060.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$114,016.99	\$7,462.36	\$3,180.00	\$118,299.35			\$121,479.35	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,622,980	\$457,879	28.212%	9.527%	37.739%	\$530,405.82	0.000%	32.681 %	<b>Total:</b>	\$530,405.82
								<b>LEA-wide Total:</b>	\$530,405.82
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$4,240.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,650.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,962.91	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	\$108,770.07	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$105,525.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,120.00	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$144,420.10	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,262.74	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,180.00	



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,459,773.00	\$2,397,915.29

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$11,554	\$11,554.00
1	1.2	Instructional materials and technology	No	\$103,596	\$103,595.83
1	1.3	Clean and safe facilities that support learning		\$333,981	\$333,981.05
1	1.4	Healthy and nutritious meals	Yes	\$4,240	\$4,240.00
1	1.5	Well-orchestrated Home Office support services	No	\$234,480	\$217,803.65
2	2.1	Broad course of study and standards-based curriculum	No	\$648,185	\$637,863.36
2	2.2	Professional development for high-quality instruction	Yes	\$34,190	\$34,190.12
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$236,377	\$234,593.84
2	2.4	Designated and integrated ELD programs	Yes	\$104,296	\$104,296.07
2	2.5	Support for students with disabilities	No	\$133,751	\$133,751.40
3	3.1	College/Career readiness programs and activities	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEAM and GATE programs	Yes	\$1,590	\$1,590.00
3	3.3	Digital literacy and citizenship programs	Yes	\$318	\$318.00
3	3.4	Physical education, activity, and fitness	Yes	\$102,937	\$102,936.56
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$77,452	\$77,451.91
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$144,599	\$144,599.40
4	4.3	MTSS - PBIS and SEL support	Yes	\$167,930	\$148,929.96
4	4.4	Annual stakeholder surveys	Yes	\$1,060	\$1,060.00
4	4.5	Community outreach and partnerships	Yes	\$119,237	\$105,160.14

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$404,877	\$562,995.67	\$304,010.09	\$258,985.58	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$4,240.00	\$4,240.00		
2	2.2	Professional development for high-quality instruction	Yes	\$2,650.00	\$2,650.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$158,939.50	\$5,310		
2	2.4	Designated and integrated ELD programs	Yes	\$104,296.07			
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.4	Physical education, activity, and fitness	Yes	\$140,862.20			
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$2,120.00	\$2,120.00		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$139,907.90	\$139,907.90		
4	4.3	MTSS - PBIS and SEL support	Yes	\$5,740.00	\$146,602.19		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual stakeholder surveys	Yes	\$1,060.00			
4	4.5	Community outreach and partnerships	Yes	\$3,180.00	\$3,180.00		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,058,717	\$404,877	0.000%	38.242%	\$304,010.09	0.000%	28.715%	\$100,866.91	9.527%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.



Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

**Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.



- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.



- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**



- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 7

CDS Code: 19-64733-0117655

School Year: 2024-25

LEA contact information:

Meagan Wittek

Principal

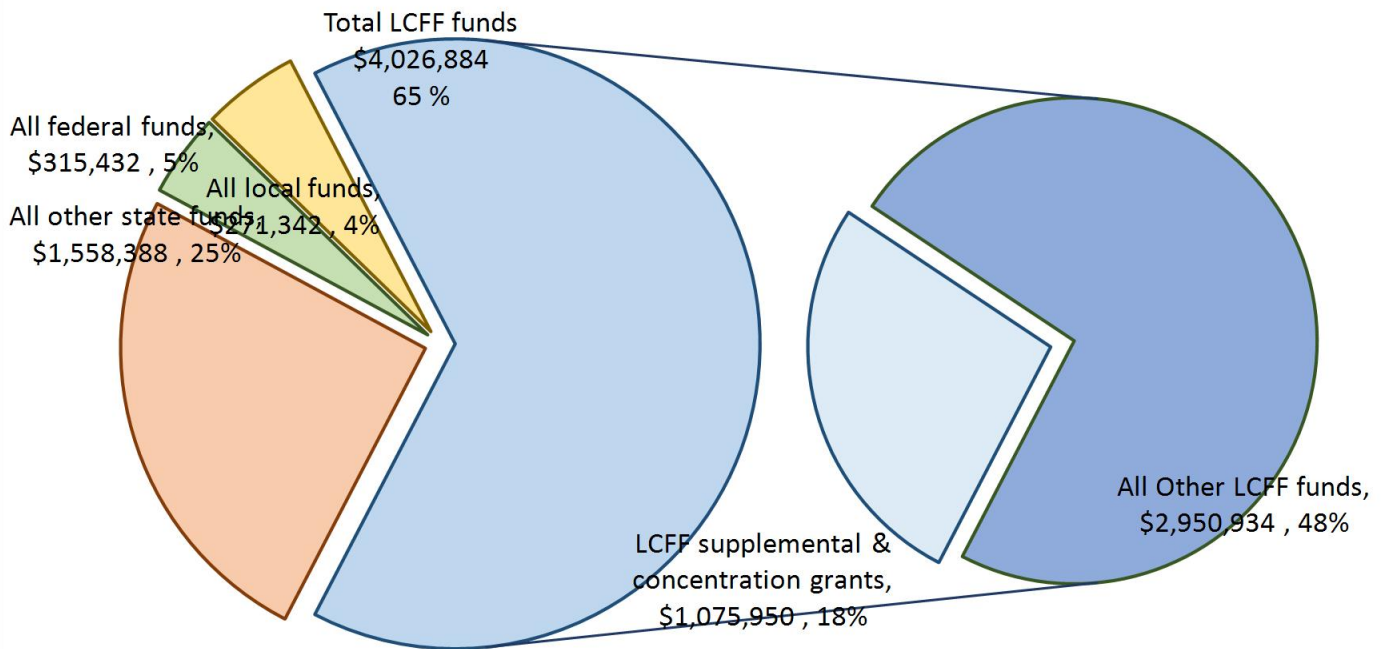
[mwittek@magnoliapublicschools.org](mailto:mwittek@magnoliapublicschools.org)

(818) 886-0585

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

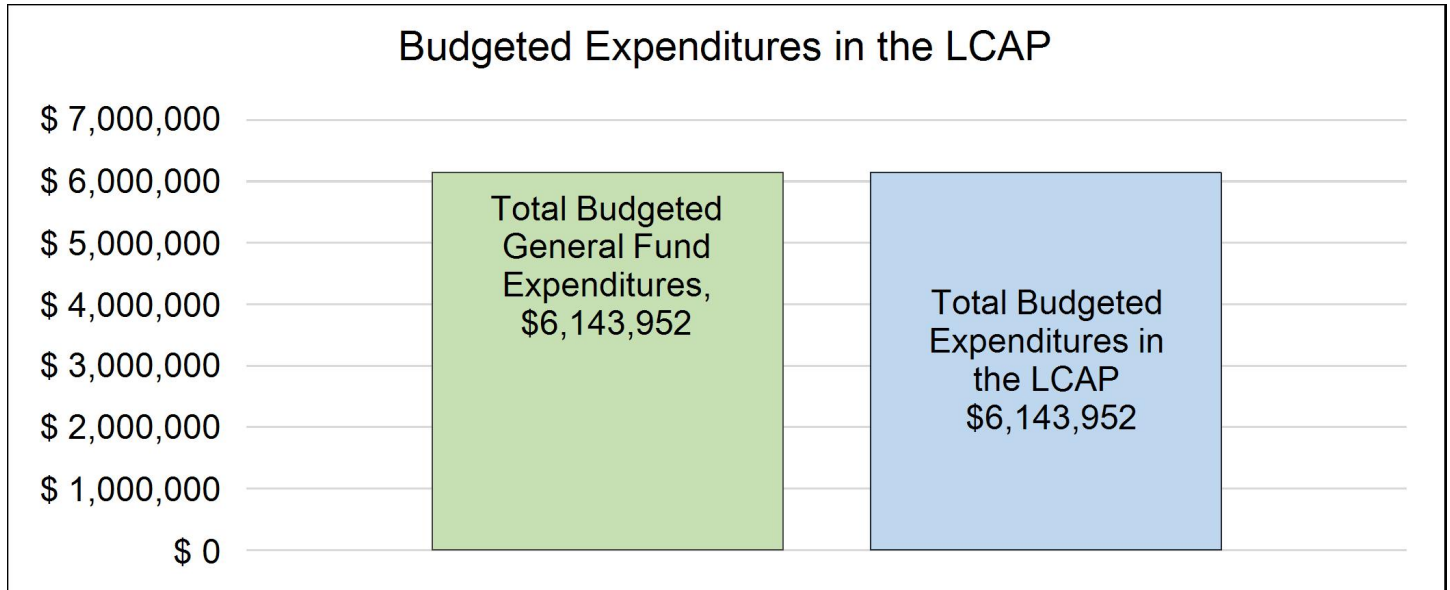


This chart shows the total general purpose revenue Magnolia Science Academy 7 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 7 is \$6,172,046, of which \$4,026,884 is Local Control Funding Formula (LCFF), \$1,558,388 is other state funds, \$271,342 is local funds, and \$315,432 is federal funds. Of the \$4,026,884 in LCFF Funds, \$1,075,950 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy 7 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 7 plans to spend \$6,143,951.60 for the 2024-25 school year. Of that amount, \$6,143,951.60 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

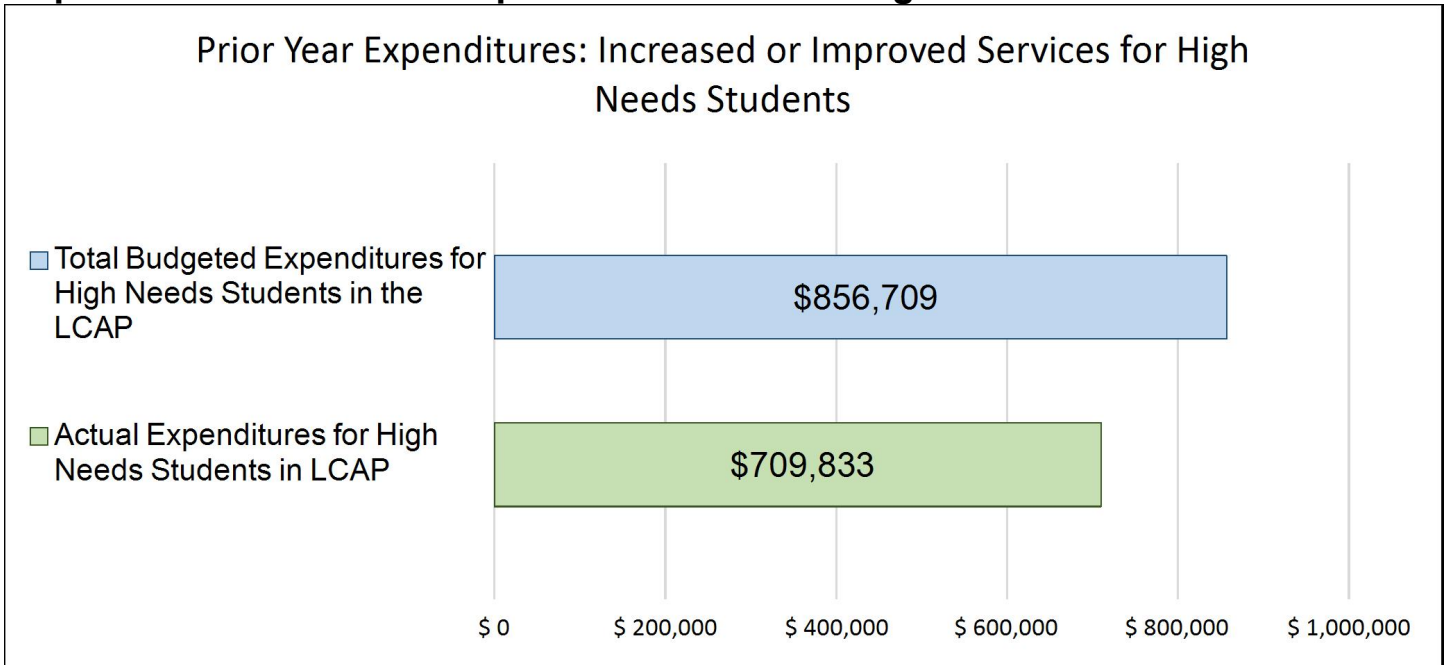
N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 7 is projecting it will receive \$1,075,950 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 7 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 7 plans to spend \$1,212,514.93 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Magnolia Science Academy 7 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 7 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 7's LCAP budgeted \$856,708.84 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 7 actually spent \$709,833.25 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-146,875.58,999,999,997 had the following impact on Magnolia Science Academy 7's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 7 used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 7	Meagan Wittek Principal	mwittek@magnoliapublicschools.org (818) 886-0585

# Goals and Actions

## Goal

Goal #	Description
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 1	2022-23: 0	2023-24: 1	2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	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”	2020-21: 1	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)					
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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 1 Action 1:

Planned Actions - teacher credentialing expenses, recruitment expenses (sign-in bonus, live scan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.

Actual Implementation of Actions - All planned actions were implemented except for performance pay since this was taken out of the MPS policy. All students, TK-5th received quality instruction from fully credentialed teachers, with the exception of one who was working on a permit to complete her credential. Fourteen new staff members were hired this school year resulting in a need to complete a live scan and TB test and be reimbursed for the fees.

### Goal 1 Action 2:

Planned Actions - 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, Asset Works, firewall, Datto, Cloud Ready, Zoom, Go Guardian, etc.), phone/internet, and depreciation.

Actual Implementation of Actions - All planned actions were implemented. 100% of all enrolled students had access to their own copies of standards-aligned instructional materials for use at school and at home. Our school has more than a one-to-one ratio of technology devices to students. We continue to share an IT Manager with another school site so he works at each campus part-time. All eleven classrooms are now equipped with Viewsonic Interactive Boards as well as an extra one to be used for student and parent programs.

Goal 1 Action 3:

Planned Actions - 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, Charter SAFE, etc.)

Actual Implementation of Actions - All planned actions were implemented. Our current facilities are considered to be in "good repair". Multiple upgrade and maintenance projects were done including, new doors installed, plumbing repairs, etc. Custodial and health and safety needs were a priority as we continue to help try and limit the spread of the COVID-19 virus and other viruses, therefore more custodial supplies were purchased.

Goal 1 Action 4:

Planned Actions - student meals, water, and refreshments.

Actual Implementation of Actions - As we continue to help try and limit the spread of the COVID-19 virus and other viruses, health and safety maintained a primary focus so all classrooms and offices continue to have a water dispenser and cups with monthly service.

Goal 1 Action 5:

Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back office related expenses (Adaptive Insights, Data Works, etc.)

Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1

Budgeted: \$18,900

Actual: \$18,900

Explanation: There are no discrepancies for 1.1 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 1 Action 2

Budgeted: \$312,318

Actual: \$312,318



Explanation: There are no discrepancies for 1.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

#### Goal 1 Action 3

Budgeted: \$800,538

Actual: \$834,310

Explanation: The budgeted expenditures for 1.3 were about \$34,000 less than the actual expenditures. This discrepancy is not significant as it is less than 10% of the budgeted amount.

#### Goal 1 Action 4

Budgeted: \$17,280

Actual: \$17,280

Explanation: There are no discrepancies for 1.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

#### Goal 1 Action 5

Budgeted: \$687,765

Actual: \$687,765

Explanation: There are no discrepancies for 1.5 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. We were able to hire all necessary staff and teachers and support them with any hiring fees. Being able to support eligible staff members with hiring and other fees, helps move the hiring process along and get qualified staff members into their respective positions more quickly.

Action 2: This action was effective in making progress toward the goal. We were able to provide all students with the instructional materials and technology needed to access their curriculum and learning. Thanks to the additional funding provided to schools, more technology was purchased allowing for at least a one-to-one student-to-device ratio and Chromebook carts in all classrooms TK-5th as well as Viewsonic Interactive Boards in every classroom. We were also able to keep our IT manager, by continuing to split the position with another school. It has been very helpful to have an IT Manager who can assist with the maintenance of all devices, internet reliability, testing support, etc.

Action 3: This action was effective in making progress toward the goal. We were able to put protocols in place and purchase all necessary items to ensure students and staff had access to a safe, secure, healthy, and high-quality learning and working environment. This funding allowed us to keep an additional custodian.

Action 4: This action was effective in making progress toward the goal. As we continue to help try and limit the spread of the COVID-19 virus and other viruses, health and safety maintained a primary focus so all classrooms and offices were provided a water dispenser and cups with monthly service. Having the funding to be able to do this allowed students and staff to attend school in a safe, healthy, and comfortable school setting.

Action 5: This action was effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #1 and its metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. We will continue to prioritize budgeting and decision making to provide our students with standards-aligned curriculum and access to all instructional materials and technology required for equitable learning. Maintaining our facility and ensuring the health and safety of our students and staff will also remain a priority as we ensure all necessary items are in stock and any needed repairs are complete. The biggest change our school experienced this year that falls under Goal #1 is that we transitioned the full time security guard we had through a third party vendor to being a full-time employee (Campus Safety Aide). We plan on keeping this position for next year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local 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 5/20/24) 95%	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	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/20/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 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 5/24/24) 100%	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	This metric has been retired. We are exploring the "Average Grade Level	2023-24: 75.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	Equivalent Growth from fall 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)	<p>2018-19:</p> <ul style="list-style-type: none"> <li>All Students: 44.54%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 37.50%</li> <li>Students with Disabilities: 25.00%</li> <li>Hispanic: 34.57%</li> <li>White: 85.71%</li> </ul>	<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>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 37.86%</li> <li>English Learners: 15.38%</li> <li>Socioeconomically Disadvantaged: 32.04%</li> <li>Students with Disabilities: 5.88%</li> <li>Hispanic: 33.34%</li> <li>White: 42.86%</li> </ul> <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</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 36.50%</li> <li>English Learners: 9.31</li> <li>Socioeconomically Disadvantaged: 31.03%</li> <li>Students with Disabilities: 8.70%</li> <li>Asian: *</li> <li>Hispanic: 34.62%</li> <li>White: *</li> </ul> <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 38.00%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 51.00%</li> <li>English Learners: 10.00%</li> <li>Socioeconomically Disadvantaged: 44.00%</li> <li>Students with Disabilities: 35.00%</li> <li>Hispanic: 41.00%</li> <li>White: 87.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>All Students: 34.22%</li> <li>English Learners: 15.87%</li> <li>Students with Disabilities: 4.00%</li> <li>Hispanic: 29.01%</li> <li>White: 52.38%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 57.71%</li> </ul>	<p>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"> <li>All Students: 34.27%</li> <li>English Learners: 13.79%</li> <li>Students with Disabilities: 20.59%</li> <li>Hispanic: 27.13%</li> <li>White: 42.86%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 44.83%</li> </ul>		
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"> <li>All Students: 7.7 points below standard</li> <li>English Learners:</li> </ul>	<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>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 30.2 points below standard</li> <li>English Learners:</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 32.7 points below standard</li> <li>English Learners:</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 1.0 point below standard</li> <li>English Learners:</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>24.1 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 21.7 points below standard</li> <li>Students with Disabilities: 50.8 points below standard</li> <li>Hispanic: 24.5 points below standard</li> <li>White: 62.9 points above standard</li> </ul>	<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"> <li>All Students: 53.3%</li> <li>English Learners: 55.4%</li> <li>Students with Disabilities: 45.2%</li> <li>Hispanic: 55.2%</li> <li>White: 57.1%</li> </ul>	<p>58.4 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 44.5 points below standard</li> <li>Students with Disabilities: 82.4 points below standard</li> <li>Hispanic: 39.0 points below standard</li> <li>White: 5.2 points below standard</li> </ul>	<p>58.4 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 44.8 points below standard</li> <li>Students with Disabilities: 107.7 points below standard</li> <li>Asian: *</li> <li>Hispanic: 40.0 points below standard</li> <li>White: *</li> </ul>	<p>16.0 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 13.0 points below standard</li> <li>Students with Disabilities: 40.0 points below standard</li> <li>Hispanic: 16.0 points below standard</li> <li>White: 64.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 36.6%</li> <li>English Learners: 28.3%</li> </ul>	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 53.3%</li> </ul>	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 45.9%</li> </ul>	<p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 60.7%</li> </ul>	<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 60.0%</li> <li>English Learners: 60.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 33.9%</li> <li>Students with Disabilities: 47.4%</li> <li>Asian: 38.9%</li> <li>Hispanic: 33.9%</li> <li>White: 50.0%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 55.4%</li> <li>Socioeconomically Disadvantaged: 54.5%</li> <li>Students with Disabilities: 45.2%</li> <li>Asian: 47.8%</li> <li>Hispanic: 55.2%</li> <li>White: 57.1%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 42.4%</li> <li>Socioeconomically Disadvantaged: 43.0%</li> <li>Students with Disabilities: 42.4%</li> <li>Asian: 64.0%</li> <li>Hispanic: 45.5%</li> <li>White: 41.2%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 57.6%</li> <li>Socioeconomically Disadvantaged: 57.5%</li> <li>Students with Disabilities: 68.8%</li> <li>Hispanic: 59.7%</li> <li>White: 71.4%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 60.0%</li> <li>Students with Disabilities: 60.0%</li> <li>Asian: 60.0%</li> <li>Hispanic: 60.0%</li> <li>White: 60.0%</li> </ul>
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"> <li>All Students: 32.14%</li> <li>English Learners: 3.45%</li> <li>Socioeconomically Disadvantaged: 25.61%</li> <li>Students with Disabilities: 25.00%</li> <li>Hispanic: 24.10%</li> <li>White: 57.14%</li> </ul>	<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</p>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 26.24%</li> <li>English Learners: 5.00%</li> <li>Socioeconomically Disadvantaged: 19.23%</li> <li>Students with Disabilities: 5.88%</li> <li>Hispanic: 22.68%</li> <li>White: 21.43%</li> </ul> <p>We have used the Measures of Academic Progress</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 21.90%</li> <li>English Learners: 2.33%</li> <li>Socioeconomically Disadvantaged: 16.38%</li> <li>Students with Disabilities: 4.35%</li> <li>Asian: *</li> <li>Hispanic: 17.3%</li> <li>White: *</li> </ul> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 38.00%</li> <li>English Learners: 13.00%</li> <li>Socioeconomically Disadvantaged: 32.50%</li> <li>Students with Disabilities: 35.00%</li> <li>Hispanic: 32.00%</li> <li>White: 59.00%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> <li>• All Students: 26.34%</li> <li>• English Learners: 12.70%</li> <li>• Students with Disabilities: 8.00%</li> <li>• Hispanic: 22.90%</li> <li>• White: 23.81%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>• All Students: 30.42%</li> </ul>	<p>(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"> <li>• All Students: 28.02%</li> <li>• English Learners: 8.47%</li> <li>• Students with Disabilities: 5.88%</li> <li>• Hispanic: 21.80%</li> <li>• White: 42.86%</li> </ul> <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>• All Students: 24.30%</li> </ul>	<ul style="list-style-type: none"> <li>• All Students: 37.25%</li> </ul>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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"> <li>All Students: 32.1 points below standard</li> <li>English Learners: 54.7 points below standard</li> <li>Socioeconomically Disadvantaged: 43.8 points below standard</li> <li>Students with Disabilities: 58.5 points below standard</li> <li>Hispanic: 45.8 points below standard</li> <li>White: 3.9 points above standard</li> </ul>	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"> <li>All Students: 53.8%</li> <li>English Learners: 56.2%</li> <li>Students with Disabilities: 51.6%</li> <li>Hispanic: 53.6%</li> </ul>	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> <li>All Students: 46.1 points below standard</li> <li>English Learners: 70.7 points below standard</li> <li>Socioeconomically Disadvantaged: 54.6 points below standard</li> <li>Students with Disabilities: 84.6 points below standard</li> <li>Hispanic: 53.4 points below standard</li> <li>White: 56.7 points below standard</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 58.2 points below standard</li> <li>English Learners: 79.9 points below standard</li> <li>Socioeconomically Disadvantaged: 69.5 points below standard</li> <li>Students with Disabilities: 101.7 points below standard</li> <li>Asian: *</li> <li>Hispanic: 67.8 points below standard</li> <li>White: *</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 24.0 points below standard</li> <li>English Learners: 47.0 points below standard</li> <li>Socioeconomically Disadvantaged: 37.0 points below standard</li> <li>Students with Disabilities: 50.0 points below standard</li> <li>Hispanic: 38.0 points below standard</li> <li>White: 9.0 points above standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>White: 53.8%</li> </ul>			
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"> <li>All Students: 23.3%</li> <li>English Learners: 6.4%</li> <li>Socioeconomically Disadvantaged: 20.5%</li> <li>Students with Disabilities: 9.5%</li> <li>Asian: 33.3%</li> <li>Hispanic: 18.3%</li> <li>White: 33.3%</li> </ul>	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 53.8%</li> <li>English Learners: 56.2%</li> <li>Socioeconomically Disadvantaged: 54.3%</li> <li>Students with Disabilities: 51.6%</li> <li>Asian: 65.2%</li> <li>Hispanic: 53.6%</li> <li>White: 53.8%</li> </ul>	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 45.0%</li> <li>English Learners: 37.7%</li> <li>Socioeconomically Disadvantaged: 43.5%</li> <li>Students with Disabilities: 32.4%</li> <li>Asian: 48.1%</li> <li>Hispanic: 43.6%</li> <li>White: 57.9%</li> </ul>	Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 51.8%</li> <li>English Learners: 52.2%</li> <li>Socioeconomically Disadvantaged: 51.9%</li> <li>Students with Disabilities: 60.6%</li> <li>Hispanic: 49.0%</li> <li>White: 59.3%</li> </ul>	2023-24: <ul style="list-style-type: none"> <li>All Students: 60.0%</li> <li>English Learners: 60.0%</li> <li>Socioeconomically Disadvantaged: 60.0%</li> <li>Students with Disabilities: 60.0%</li> <li>Asian: 60.0%</li> <li>Hispanic: 60.0%</li> <li>White: 60.0%</li> </ul>
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:	2021-22: (2022 Dashboard) 48.1%	2022-23: (2023 Dashboard) 33.3%	2022-23: (2023 Dashboard) 49.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>• Level 4: 16%</li> <li>• Level 3: 34.5%</li> <li>• Level 2: 43%</li> <li>• Level 1: 6.8%</li> </ul>			
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%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>• All Students: 34.62%</li> <li>• English Learners: 6.25%</li> <li>• Socioeconomically Disadvantaged: 23.53%</li> <li>• Hispanic: 25.00%</li> </ul>	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> <li>• All Students: 24.53%</li> <li>• English Learners: *</li> <li>• Socioeconomically Disadvantaged: 14.29%</li> <li>• Students with Disabilities: *</li> <li>• Hispanic: 15.63%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>• All Students: 29.55%</li> <li>• English Learners: 0.00%</li> <li>• Socioeconomically Disadvantaged: 25.71%</li> <li>• Students with Disabilities: *</li> <li>• Hispanic: 20.59%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>• All Students: 40.00%</li> <li>• English Learners: 15.00%</li> <li>• Socioeconomically Disadvantaged: 30.00%</li> <li>• Hispanic: 33.00%</li> </ul>

# Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

## Goal 2 Action 1:

Planned Actions - teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.

Actual Implementation of Actions - All planned actions were implemented. 100% of programs and services outlined in the charter petition were provided to students dependent on need and interest. State standards and adopted grade-level curriculum were used to deliver high quality instruction.

## Goal 2 Action 2:

Planned Actions - professional development, tuition reimbursement, and TeachBoost software fees.

Actual Implementation of Actions - All planned actions were implemented. A robust professional development program was delivered to teachers and staff on a variety of topics including Guided Math, PLCs, SEL, PBIS, trauma-informed instruction, and more. Eight staff members participated in the tuition reimbursement program to help further their professional growth. The TeachBoost software program was used to document observation and coaching cycles as well as goal-setting and summative assessments for all staff. 100% of our teachers received a formal observation coaching cycle and 100% of our informal observation goal was achieved (we completed more informal observations than our set goal). We completed 31 Summative Assessments, 14 Formal Observations, 53 Informal Observations, and 18 Peer Observations.

## Goal 2 Action 3:

Planned Actions - Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, NextGen Math, Spelling City, Seesaw, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.)

Actual Implementation of Actions - Most planned actions were implemented. All programs were used in the classroom and as part of small group learning and intervention/enrichment. All students in grade 1st-5th completed three rounds of NWEA MAP testing (Fall, Winter, and Spring). The biggest difference was that we had difficulty filling the Intervention Teacher position for the first half of the year so we adjusted it to be a part time teacher aid position with no benefits offered.

## Goal 2 Action 4:

Planned Actions - EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.

Actual Implementation of Actions - All planned actions were implemented. ELD instruction is delivered in two models, integrated in the classroom by the teacher and designated by the ELD coordinator and aides in small groups. 92 students enrolled for the 2023-24 were classified as EL students with a breakdown of - Level 4: 11%, Level 3: 31%, Level 2: 42%, Level 1: 16%. The students just finished taking the 2024 ELPAC so these levels may change. So far, 4 students have qualified for reclassification.

Goal 2 Action 5:

Planned Actions - 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.

Actual Implementation of Actions - All planned actions were implemented. Students with disabilities receive services and support as described in their IEPs based on their needs. Services include Resource, Speech, Occupational Therapy, DHH, Adapted Physical Education and counseling. They are provided either by the SPED coordinator, RSP teachers, SPED aides, school psychologist, or an outside service provider. 40 students enrolled for the 2023-24 school year have an IEP and receive services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1

Budgeted: \$1,295,065

Actual: \$1,322,161

Explanation: The planned expenditures for 2.1 were about \$27,000 less than the actual expenditures. This discrepancy is not significant as it is less than 10% of the budgeted amount for this action.

Goal 2 Action 2

Budgeted: \$56,961

Actual: \$56,961

Explanation: There are no discrepancies for 2.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 2 Action 3

Budgeted: \$662,461

Actual: \$620,278

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4

Budgeted: \$122,394

Actual: \$122,394

Explanation: There are no discrepancies for 2.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 2 Action 5

Budgeted: \$899,113

Actual: \$899,113

Explanation: There are no discrepancies for 2.5 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. Teachers and principals are paid a competitive rate to ensure a high quality core curricular and instructional program is provided to the students. When a teaching position is not able to be filled by an effective teacher or our teachers call out, then we are required to call in a substitute to cover for that teacher which we did this year. We ended up having to use four long-term substitutes this year to cover various maternity leave positions and two positions where the teachers resigned mid-year.

Action 2: This action was effective in making progress toward the goal. In order to ensure that we are doing our best as a school in providing students with access to a high-quality academic program and that they are making progress on the CCSS, then we need to continue to develop and grow as educators. This can be done by providing quality professional development to our staff which we did. Another way we supported this growth was by offering and providing tuition reimbursement to staff members who want to continue their education or need to complete their induction programs. Lastly, high-quality instruction and professional growth need to be monitored and this can be done through observations and evaluations using the Teach Boost system.

Action 3: This action was effective in making progress toward the goal. Deans, coordinators, intervention staff, and instructional aides are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Additional programs such as after-school clubs and tutoring, Saturday school, and summer school, are provided to students to help them further access the CCSS and ensure they are pursuing academic excellence as well as working toward being college and career ready. In addition to the adults on campus working with the students and the provided extracurricular activities, we use funds to purchase several different supplemental digital programs to support student learning in a fun and engaging way as well as to assess student learning to help drive instruction.

Action 4: This action was effective in making progress toward the goal. The EL Coordinator and aides are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Being able to have these positions at our school allows for the EL students we have enrolled to successfully access the high-quality core curriculum program we offer. By providing designated and integrated ELD, students can make more progress on the CCSS and pursue academic excellence.

Action 5: This action was effective in making progress toward the goal. The SPED Coordinator, RSP teachers, SPED aides, and school psychologist are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Being able to have these positions at our school allows for the SPED students we have enrolled to successfully access the high-quality core curriculum program we offer. By providing push-in and pull-out support, students can

make more progress on the CCSS and pursue academic excellence. This support is also provided by service providers from an outside agency.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #2 and its metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. For example, we have planned and budgeted for keeping all positions open so staff can continue to deliver the same high-quality level of instruction and support to students. We will continue to prioritize budgeting and decision making to provide our staff with quality professional development that will contribute to instruction and well-being of our students. For the 24-25 school year we will be participating in Writing PD, SEL training, ELD training and more. We will also have 5 staff members participating in the tuition reimbursement program as they pursue higher education, teaching credentials and induction programs. We will continue to observe, coach and evaluate our staff using the Relay coaching cycle we effectively used this year to maintain and even increase the number of informal observations and peer observations conducted.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
3	INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 0%	2021-22: (As of 5/13/22) 3%	2022-23: (As of 5/12/23) 4%	2023-24: (As of 5/20/24) 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 5/20/24) 96%	2023-24: 100%
Percentage of students who have	2020-21: (As of 4/16/21)	2021-22: (As of 5/13/22)	2022-23: (As of 5/12/23)	2023-24: (As of 5/20/24)	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	100%	97%	99%	99%	

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 3 Action 1:

Planned Actions - college/career related materials and activities.

Actual Implementation of Actions - We are an elementary school so no funds were allocated to this action. We do promote a college and career readiness school culture but no financial resources were required or prioritized this year. We were able to take some students and families on a field trip to UC Santa Barbara using the Community School Grant funds.

### Goal 3 Action 2:

Planned Actions - supplemental science program fees

Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th created or demonstrated a STEAM focused project this year and the supplemental program Mystery Science assisted with the instruction to help teachers and students accomplish this goal.

### Goal 3 Action 3:

Planned Actions - computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.

Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th took a computer/technology class as part of their weekly schedule and instruction.

### Goal 3 Action 4:

Planned Actions - PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th took a PE class as part of their weekly schedule and instruction.

Goal 3 Action 5:

Planned Actions - teacher salaries and benefits for additional programs that support a well-rounded education, supplemental materials, field trip expenses, and after-school/club expenses.

Actual Implementation of Actions - All planned actions were implemented. All students, TK-5th participated in a variety of programs to enrich and support their learning. This includes after-school tutoring and clubs, a GATE program, an Intervention program, math clubs, and a well rounded instructional program integrating STEAM.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1

Budgeted: \$0

Actual: \$0

Explanation:

Goal 3 Action 2

Budgeted: \$1,296

Actual: \$1,296

Explanation: There are no discrepancies for 3.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 3 Action 3

Budgeted: \$122,788

Actual: \$122,788

Explanation: There are no discrepancies for 3.3 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 3 Action 4

Budgeted: \$127,917

Actual: \$127,917

Explanation: There are no discrepancies for 3.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 3 Action 5

Budgeted: \$646,139

Actual: \$646,139

Explanation: There are no discrepancies for 3.5 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. No funds were allocated to this action because we are an elementary school, TK-5th, but we do promote a college-going culture through college visits, college/career days, and other college-related activities. We hold an annual College & Career Week which includes a STEAM-focused Career Day. This year some students and families took a college field trip to UC Santa Barbara using the Community School Grant. These events and opportunities allow students to see what options and opportunities there are for them.

Action 2: This action was effective in making progress toward the goal. By purchasing this interactive and hands-on science supplemental program, students become more engaged in their science instruction and learning. Having this program assisted us in accomplishing our action of 100% of our students TK-5th creating or demonstrating a STEAM-focused project this year. We also had a record 53 students participate in the MPS STEAM Expo this year helping to build that independent, innovative, and creative learning.

Action 3: This action was effective in making progress toward the goal. Part of the actions and metrics for goal #3 is for students to use technology in a transformative way. By having a full-time computer teacher, students are able to participate in weekly computer classes that teach them the technology skills they need to be successful. Students either participate in their computer and technology learning in the computer lab or in their classrooms with the one-to-one devices each room has. Students also have the opportunity to participate in technology-based after-school clubs such as coding and robotics.

Action 4: This action was effective in making progress toward the goal. All students were able to participate in weekly physical education and health lessons with our full-time PE teacher. All lessons and activities are aligned to grade-level state physical education standards. The lessons, grades TK-5th, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. All students also participate in daily recess and lunch play time and have sufficient equipment for these activities. 100% of 5th-grade students successfully participated in the PFT assessment as well.

Action 5: This action was effective in making progress toward the goal. All students, TK-5th participated in a variety of programs to enrich and support their learning and gave them access to a well-rounded education that supports their readiness for college and the global world. This includes after-school tutoring and clubs, a GATE program, an Intervention program, math clubs, and a well-rounded instructional program integrating STEAM.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #3 and its metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. For example, we have planned and budgeted for keeping all positions open that fall under this goal (i.e. Computer Teacher, PE teacher, Intervention Teacher, etc.) so students can continue to have access to a well-rounded instructional program. We will also keep our annual subscription to Mystery Science since students and staff enjoy it and use it so much. This year alone over 500 Mystery Science lessons were used and taught to our students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 2	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) 4	2022-23: (As of 5/12/23) 4	2023-24: (As of 5/20/24) 4	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 5/20/24) 7	2023-24: 8
Number of activities/events for parent involvement per year (Source:	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 5/20/24) 42	2023-24: 10

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 6/14/24) 4	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 13.7%	2021-22: (As of 5/13/22) 8.3%	2022-23: (As of 5/12/23) 28.6%	2023-24: (As of 5/20/24) 20.4%	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-2 ADA) 93.56%	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: (As of 5/12/23) 27.5%	2022-23: (2023 Dashboard) 29.0%  2023-24: (As of 5/31/24) 16.2%	2022-23: (2023 Dashboard) 9.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.3%	2022-23: (As of 5/12/23) 0.4%	2022-23: (2023 Dashboard) 0.4%  2023-24: (As of 5/31/24) 0.00%	2022-23: (2023 Dashboard) 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.00%  2022-23: 0.00%	2022-23: (CDE DataQuest) 0.00%  2023-24: (As of 5/31/24) 0.00%	2022-23: (CDE DataQuest) 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%	2023-24: Students: 96.8% Families: 82.2% Staff: 97.2%	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%	2023-24: Students: 68.0% Families: 97.0% Staff: 81.0%	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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 4 Action 1:

Planned Actions - parent meeting expenses and Document Tracking Services (DTS) fees.

Actual Implementation of Actions - DTS fees are paid through the Home Office budget

### Goal 4 Action 2:

Planned Actions - Infinite Campus SIS fees, Parent Square software fees, School Mint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.



Actual Implementation of Actions - All planned actions were implemented. More Home Visits were conducted than last year. Our school wide goal was 30% of our student population will receive a Home Visit. We got very close to achieving this goal with 29% of our students receiving a Home Visit this year. The virtual Home Visit policy that was approved by our Board continues to stay in effect, however, the majority of our home visits were held in person. We also held more parent activities and events than we have in the past few years. We had a goal of 10 but we actually held 40.

Goal 4 Action 3:

Planned Actions - 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.

Actual Implementation of Actions - All planned actions were implemented. Additional SEL and PBIS PD for staff and SEL and PBIS programs for students were added throughout the year to address the high level of needs exhibited by students in recent years. All students received one free set of school uniforms at the start of the school year.

Goal 4 Action 4:

Planned Actions - Panorama Education survey fees.

Actual Implementation of Actions - All planned actions were implemented. 82% of families, 97% of students, and 97% of staff members completed the Educational Partner survey in Spring 2024. Our school received an approval rating of 97% from families, 68% from students, and 81% from staff.

Goal 4 Action 5:

Planned Actions - membership fees (CCSA, WASC, etc.)

Actual Implementation of Actions - All planned actions were implemented. Additional funding was allocated to marketing, branding, outreach, and partnership expenses to assist us with enrollment needs due to students moving out of state, expansion projects, and participation in our first year of Community Schools Grant Implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted: \$0

Actual: \$0

Explanation:

Goal 4 Action 2

Budgeted: \$148,441

Actual: \$148,441

Explanation: There are no discrepancies for 4.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

#### Goal 4 Action 3

Budgeted: \$93,432

Actual: \$93,432

Explanation: There are no discrepancies for 4.3 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

#### Goal 4 Action 4

Budgeted: \$1,620

Actual: \$1,620

Explanation: There are no discrepancies for 4.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

#### Goal 4 Action 5

Budgeted: \$224,695

Actual: \$266,825

Explanation: The actual expenditures for 4.5 were about \$42,000 more than planned expenditures. One contributing factor for this difference is the salaries and benefits for the clerical and technical support personnel for the California Community Schools Partnership Program.

### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. Although we are a school that frequently seeks input and guidance for decision-making from our families, we did not allocate any funds for this action. We did hold most of the projected parent meetings as explained in our LCAP and we administered the annual Educational Partner surveys. For the 2023-24 school year, we conducted 7 PAC meetings, 9 PTF meetings, 3 ELAC meetings, 6 Coffee with the Admin meetings, and held 40 parent participation events and activities. During these meetings, feedback and input were sought for items such as LCAP development, budget development, safety plan development, etc.

Action 2: This action was effective in making progress toward the goal. The steps taken for action 2 helped our educational partners feel a sense of community and connectedness. This includes holding events such as the Community Resource Fair, Back to School Night, Steam Expo, parent/teacher conferences, regular meetings, and more. As we brought these events and activities to our community, we worked hard to make our families and community feel comfortable and included. We were able to prioritize home visits again and increased our rate of students who were visited from 18% last year to 29% this year. The work we put into this action contributed to the 97% approval rating we received from families on the educational partner survey.

Action 3: This action was effective in making progress toward the goal. Having an office/attendance clerk tremendously helps our school and parents have meaningful engagement opportunities with each other. We were also able to provide every student with one free school uniform set this year which contributes to their sense of connectedness. Lastly, we were able to provide our staff with multiple PD sessions on the topics of PBIS and SEL, knowing how important it would be this year for us to have strong behavior and social-emotional support in place for our students. Thanks to the strong PBIS systems we put into place, we saw a dramatic decrease in behavior referrals and incidents this year. We also saw a decrease in student mental health needs as compared to last year and kept many of the mental health and SEL services in place for our students. This included a school-wide SEL music program, 3 student support groups, one-on one counseling for over 40 students, and family therapy for 4 families.

Action 4: This action was effective in making progress toward the goal. This action is dedicated to giving our educational partners a platform to share their feedback on critical areas of our school functionality to allow us an opportunity to review data, reflect and refine as needed. Having families participate in these annual surveys truly allows for collaboration as we develop our school-wide action plans based on the input received. Parents are able to see their voices put into action. For example, families gave feedback about wanting a sports program for their children we partnered with a third-party vendor to provide after-school sports to our students this year.

Action 5: This was an area where we as a school community feel there was a lot of growth and progress made. We increased the number of community partnerships this year (22 total partnerships), held multiple community events (12 events), increased our marketing and branding, participated in more enrollment events (20 events), and really used our parent champions/PTF Board members to advocate for our school. By taking all these steps, it helps us all feel more connected through coming together to collaborate and work toward creating a safe and nurturing environment for all of our students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #4 and its metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. For example, we will continue holding parent meeting and family and community events next year. We will also continue to prioritize the staff positions that help us better connect with and serve our school and community. This includes our office staff, our Community School Coordinator, an added ELOP Coordinator this year and a new Family Success Coordinator being added next year. We will also continue to administer the annual educational partner survey knowing how critical that data and information is to our decision making and planning. This year we were able to increase our parent meetings and workshops to be monthly so we plan to continue that. Additionally, we increased our Home Visit rate by 10% for a total of 29% of our students receiving a home visit this year. We hope to maintain the same rate if not higher next year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 7	Meagan Wittek Principal	mwittek@magnoliapublicschools.org (818) 886-0585

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy 7, is a classroom-based charter school serving grades TK-5 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). Originally founded in 2009, MSA-7’s mission is to provide a college-motivating educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-7 has 276 students in grades TK-5 and mainly draws enrollment from Northridge, Reseda, and neighboring communities. The neighborhoods that MSA-7 serves are heavily immigrants with a language other than English spoken at home. A high concentration of the families MSA-7 serves to face economic challenges. MSA-7 has a diverse enrollment, including 71% Hispanic/Latino, 12% White, Black 6%, Asian %11. 83% Socioeconomically Disadvantaged, 15% Special Education, and 33% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs, and school-to-out-of-school resource links.

Magnolia Science Academy 7  
Address: 18355 Roscoe Blvd, Northridge, CA, 91325  
Phone: 818-886-0585  
Email: mwittek@magnoliapublicschools.org

**Our Mission**  
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

## Our Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

## INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

## CONNECTION

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

## EXCELLENCE

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

## SUCSESSES

MSA-7 data manager, administration team, survey results, and annual site visit auditors from LAUSD provided data and information available. The data below is from the most recent California Dashboard data available and identified areas of strength:

Suspension Indicator on the California Dashboard is at a very low rate and continues to maintain this measure

English Learners Language Progress student group Indicator on the California Dashboard is at a medium level and continues to move towards a high or very high level in ELA.

All significant groups (EL, SED, Hisp.) on the California Dashboard have a performance level of orange and are performing significantly higher compared to the State Status in Math..

English Language Arts indicator on the California Dashboard is orange, LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it, MSA-7 is higher than all shared (neighborhood) similar schools in ELA based on the 2023 SBAC result. and all students maintained improved from the spring of 2018 to the fall of 2018.

Mathematics indicators on the California Dashboard are also orange, LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it, MSA-7 is higher than all shared (neighborhood) similar schools in ELA and MATH based on the 202318 SBAC results.

In terms of organizational, management, and program areas, LAUSD Charter School Department Site visitors have not provided us with the 2023-24 Oversight Visit report as of yet.

Some additional successes our school accomplished this year include:

100% of our students had access to all curricular and technology items needed to access their academic program.

100% of our students have created and/or demonstrated a STEAM-focused project this year as well as completed a Computer/Technology class.

Educational partner approval rates of 73% for students, 99% for families, and 90% for staff.

MSA-7 seeks to continually develop professional learning opportunities for all educational partners in the areas of academic and socio-emotional development. Potential training includes development in a growth mindset, culturally responsive teaching, trauma-informed instruction, PBIS, addressing learning loss, and more. MSA-7 continues to be proud of its efforts to develop the capacity of special populations such as English Language Learners and SPED students. Continual support and compliance are provided to the staff in the form of professional learning opportunities, grade-level meetings, webinars, and other training. In the classroom, students are introduced to all common core education model components.

## CHALLENGES

MSA-7 data manager, administration team, survey results, and annual site visit auditors from LAUSD provided data and information available. The data below is from the most recent Dashboard data available and identified areas of need in order to close the achievement gap:

Mathematics indicator on the California Dashboard is at orange or low for all student groups. Socioeconomically disadvantaged, Latino, and EL students are on the color indicator of red.

English Language Arts indicator on the California Dashboard is at orange or low for all students. Again, Socioeconomically disadvantaged and, Hispanic Latino are a color orange and EL students are on the color indicator of yellow. red.

We knew that all of our students would need additional support and interventions as we continue to mitigate the learning loss caused by the school closures. However, looking at data including MAP assessments, benchmarks, reading levels, and classroom grades, we knew that our students identified as English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students presented a higher level of need.

We put several plans in place to address these needs that will continue next year including:

Summer Learning Academy

Saturday Learning Academy

Hiring an Intervention teacher to support students and teachers in ELA and Math

Push in and pull out supports for students

Adopting the supplemental program, implementing IXL for data monitoring and basic skills practice

Adopting a benchmark program for TK-2nd

Hiring a full-time Community Schools Coordinator to work with and support families and seek community resources

Implementing a Guided Math program

Additional mental health and SEL support for students and staff

Some additional identified areas of need include:

Per student and staff surveys, there is a need for more enrichment programs such as sports and art. We are looking to add more sports-focused clubs next year as well as continue with another year of a TK-5th music and art program through a third-party vendor

Per staff and parent surveys, facility and playground upgrades are needed. Several projects have been completed and many more are scheduled.

Providing students with the opportunity to participate in accelerated/advanced math programs

More informal observations and coaching sessions for staff as conducted by the administration

MSA-7 seeks to continually develop professional learning opportunities in both the areas of ELA and Mathematics, further understand the needs of the teaching community, and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, a site-based orientation that addresses school and individual needs, a mentorship program with seasoned staff members on site, and other factors that are currently being developed to support teachers as they continue to face the challenges of supporting students with their academic and socio-emotional learning as well as behavioral and mental health needs.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	<p>Information/input sessions include Parent Task Force (PTF) meetings, Parent Advisory Council(PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PAC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low-income, English learners, foster youth, etc.) Feedback from our PAC and ELAC provides valuable input for the new LCAP. In addition, the Charter School conducts educational partner surveys for parents, students, and staff, and the Charter School staff makes home visits. These all serve as a way to inform, educate, and gather input &amp; feedback from all critical educational partners.</p>
Students	<p>All students in grades 3rd-5th participate in an annual educational partner survey where they are given opportunities to provide feedback on important aspects of their school.</p>
Teachers	<p>Staff and teachers are given regular LCAP updates at monthly staff meetings. All staff are given an opportunity to participate in an annual educational partner survey where they can provide feedback on important aspects of their school. Results of the surveys are shared with educational partners upon completion of the surveys.</p>
School administrators	<p>The school admin team meets weekly and the LCAP is standing item on the agenda. Data is reviewed to measure progress toward meeting</p>

Educational Partner(s)	Process for Engagement
	the goals and plans are reviewed. Additionally the home office team provides monthly updates to the school principals on each school's progress toward meeting their LCAP goals and metrics.
Other school personnel	Staff and teachers are given regular LCAP updates at monthly staff meetings. All staff are given an opportunity to participate in an annual educational partner survey where they can provide feedback on important aspects of their school. Results of the surveys are shared with educational partners upon completion of the surveys.
SELPA	Reviewed during annual oversight visit.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

9/19/2023

Reviewed SBAC and MAP data for the previous school year  
 Parents showed concern for low score and would like a follow up once we get current year data  
 Reviewed MTSS and asked for a parent rep for PBIS team

10/17/2023

Shared LCAP goals

Local Control Accountability Plan developed by school community to determine spending of ALL school funds into 4 main goals  
 Basic services for high quality learning environment  
 Upgrades, instructional material, technology  
 Excellence  
 Community schools grant and coordinator, professional development, Innovation  
 PE, Computer, intervention teachers, online educational supports, Robotics, GATE Program, music program  
 Connection  
 PACE, Community Schools, Office staff, Home visits, in-person events  
 PAC Member requested info about the new music program  
 Why the change in Music programs  
 More flexible options  
 Credentialed music teachers not just credential teachers

11/16/2024

Shared school wellness plan asked PAC for input  
 Possible areas for growth:  
 Before and after school activities that promote physical and mental fitness

Kids to Pro Program afterschool  
Finding more funds to offer it to more students  
Providing activities and opportunities for staff  
Staff teaching staff Physical Fitness classes  
Add wellness section Back to staff bulletin  
Finding ways to normalize therapy  
Add reminders for mental health

3/14/2024

Community school Assets and Needs Data walk

Review family responses

Integrated students support- most families are aware, but from those who do not, provided them with the information and possible resources, purchased translation device, possibly put a reach out for help comment section

Expanded and enriched learning opportunities- adding more art, sports, language, and gate

Engagement- work schedules, child care prevent attendance, would like more raffles, reward, and reminders

Cultures represented Activities and Events- explore more cultural options

Leadership Practices- 7% unaware

Collaborative Environment- 10% encourage more efforts

The way the questions were set up caused a bit of confusion because they were not as clear as we would like which added to the results

\* Questions/comment:

How do you prevent an increase in bad behavior if you don't suspend

We have procedures in places that ultimately can lead to suspension, but we take every avenue to support students and families be for we look at that track

5/21/2024

Ed Partner Survey Results

Areas for improvement

Rebuilding on a sense of belonging. Reflect and brainstorm on how to increase

Identified needs: support for academic learning

Safety, no on-campus incidents, but a lack of presence from assigned staff

Student behaviors. Support teachers on how to handle within the classroom

Areas of focus

Partnering with restorative practices for staff, families, and students

Hired new Arc site coordinator to improve the program and services

Hired full-time ELOP coordinator to improve communication between students, staff, and families for all outside-of-school-hour events and activities

Exploring new food vendors

Getting staff for child development training to work with students

Using Translate Live device for translation with the families

\*Questions/comments:



Can not wait to see the changes to the food

Would like to see the kids still held accountable for their actions even if you cannot take recess away

New ARC staff has already been making positive changes to the ARC program

11/15/22 2023-24

- reviewed School Wellness Plan and gave input for school goals
- Goal #1 incorporate more sports into the after-school clubs, add physical activities during morning line-up time, and give parents opportunities to come to play sports with students.
- Goal #2 create staff wellness challenges, connect with wellness/fitness companies
- Goal#3 provide mindfulness training for teachers

1/17/23 Reviewed school safety plan- parents are happy with the precautions that the school has taken such as hiring a security guard.

Shared SEL Data, parents are interested in school-wide SEL curriculum 2/11/23

- Discussed plans for ELOP funds, parents were on board and grateful for more after-school program opportunities 3/21/23
- Shared that we submitted for an Implementation plan for CCSPP
- Parents asked what CCSPP funding can be used for.
- Student Rep. asked for more parent support and a possible mentor program

5/16/23 Student Reps shared ideas for the PBIS reward system

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
--

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.3%			2024-25: > 85%	
1.2	Percentage of students without access to their	2023-24: 0%			2026-27: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2026-27: 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 88%			2026-27: (Fall 2025 to Fall 2026) >= 80%	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 96.4%			2026-27: >= 95.0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$18,900.00	No
1.2	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.	\$237,267.60	No

Action #	Title	Description	Total Funds	Contributing
		<p>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"> <li>• Technology: Resource: Title II, \$981.72</li> </ul>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and</p>	\$795,626.38	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
<b>1.4</b>	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$17,280.00	Yes
<b>1.5</b>	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial</p>	\$387,765.55	No

Action #	Title	Description	Total Funds	Contributing
		<p>sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;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>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Portrait of a Graduate,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%			2026-27: 100%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%			2026-27: >= 85%	
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 82%			2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 36.50%</li> <li>English Learners: 9.31</li> <li>Socioeconomically Disadvantaged : 31.03%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 45.00%</li> <li>English Learners: &gt;= 10.00%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: 8.70%</li> <li>• Asian: *</li> <li>• Hispanic: 34.62%</li> <li>• White: *</li> </ul>			<ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: &gt;= 41.00%</li> <li>• Students with Disabilities: &gt;= 15.00%</li> <li>• Hispanic: &gt;= 43.00%</li> <li>• White: *</li> </ul>	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 32.7 points below standard</li> <li>• English Learners: 58.4 points below standard</li> <li>• Socioeconomically Disadvantaged: 44.8 points below standard</li> <li>• Students with Disabilities: 107.7 points below standard</li> <li>• Asian: *</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 23.0 points below standard</li> <li>• English Learners: 49.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 35.0 points below standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic: 40.0 points below standard</li> <li>White: *</li> </ul>			<ul style="list-style-type: none"> <li>Students with Disabilities: 93.0 points below standard</li> <li>Hispanic: 30.0 points below standard</li> <li>White: *</li> </ul>	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 60.7%</li> <li>English Learners: 57.6%</li> <li>Socioeconomically Disadvantaged: 57.5%</li> <li>Students with Disabilities: 68.8%</li> <li>Hispanic: 59.7%</li> <li>White: 71.4%</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: &gt;= 50%</li> <li>English Learners: &gt;= 50%</li> <li>Socioeconomically Disadvantaged: &gt;= 50%</li> <li>Students with Disabilities: &gt;= 50%</li> <li>Asian: &gt;= 50%</li> <li>Hispanic: &gt;= 50%</li> <li>White: &gt;= 50%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 1.13 (CGP: 87th percentile)</li> <li>English Learners: CGI: 1.00 (CGP: 84th percentile)</li> <li>Socioeconomically Disadvantaged : CGI: 1.01 (CGP: 84th percentile)</li> <li>Students with Disabilities: CGI: 3.54 (CGP: 100th percentile)</li> <li>Hispanic: CGI: 1.41 (CGP: 92nd percentile)</li> <li>White: *</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>English Learners: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>Socioeconomically Disadvantaged: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>Students with Disabilities: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>Asian: CGI <math>\geq</math> 0 (CGP <math>\geq</math></li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					50th percentile ) <ul style="list-style-type: none"> <li>Hispanic: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>White: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> </ul>	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 21.90%</li> <li>English Learners: 2.33%</li> <li>Socioeconomically Disadvantaged : 16.38%</li> <li>Students with Disabilities: 4.35%</li> <li>Asian: *</li> <li>Hispanic: 17.3%</li> <li>White: *</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 30.00%</li> <li>English Learners: &gt;= 10.00%</li> <li>Socioeconomically Disadvantaged: &gt;= 26.00%</li> <li>Students with Disabilities: &gt;= 10.00%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>Hispanic: <math>\geq</math> 26.00%</li> <li>White: *</li> </ul>	
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 58.2 points below standard</li> <li>English Learners: 79.9 points below standard</li> <li>Socioeconomically Disadvantaged : 69.5 points below standard</li> <li>Students with Disabilities: 101.7 points below standard</li> <li>Asian: *</li> <li>Hispanic: 67.8 points below standard</li> <li>White: *</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>All Students: 49.0 points below standard</li> <li>English Learners: 70.0 points below standard</li> <li>Socioeconomically Disadvantaged: 60.0 points below standard</li> <li>Students with Disabilities: 87.0 points below standard</li> <li>Hispanic: 58.0 points</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					below standard • White: *	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 60.7%</li> <li>English Learners: 57.6%</li> <li>Socioeconomically Disadvantaged: 57.5%</li> <li>Students with Disabilities: 68.8%</li> <li>Hispanic: 59.7%</li> <li>White: 71.4%</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: &gt;= 50%</li> <li>English Learners: &gt;= 50%</li> <li>Socioeconomically Disadvantaged: &gt;= 50%</li> <li>Students with Disabilities: &gt;= 50%</li> <li>Asian: &gt;= 50%</li> <li>Hispanic: &gt;= 50%</li> <li>White: &gt;= 50%</li> </ul>	
2.11	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 0.44 (CGP: 67th percentile)</li> <li>English Learners: CGI: 0.57 (CGP:</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI &gt;= 0 (CGP &gt;= 50th percentile)</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the national growth norms (Source: NWEA MAP)	72nd percentile <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged : CGI: 0.49 (CGP: 69th percentile)</li> <li>• Students with Disabilities: CGI: 2.29 (CGP: 99th percentile)</li> <li>• Hispanic: CGI: 0.42 (CGP: 66th percentile)</li> <li>• White: CGI: *</li> </ul>			<ul style="list-style-type: none"> <li>• English Learners: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>• Socioeconomically Disadvantaged: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>• Students with Disabilities: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>• Asian: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>• Hispanic: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>White: CGI <math>\geq 0</math> (CGP <math>\geq</math> 50th percentile)</li> </ul>	
2.12	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)	2022-23: (2023 Dashboard) 33.3%			2025-26: (2026 Dashboard) $\geq 50.0\%$	
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 13.6%			2025-26: (CDE DataQuest) $\geq 10.0\%$	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 29.55%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 25.71%</li> <li>Students with Disabilities: *</li> <li>Hispanic: 20.59%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: <math>\geq 30.00\%</math></li> <li>English Learners: <math>\geq 5.00\%</math></li> <li>Socioeconomically Disadvantaged: <math>\geq 30.00\%</math></li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>• Students with Disabilities: *</li> <li>• Hispanic: &gt;= 30.00%</li> <li>• White: *</li> </ul>	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
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	\$1,354,416.13	No

Action #	Title	Description	Total Funds	Contributing
		<p>programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p>	\$58,801.08	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Tuition reimbursement for professional development: Resource: Title II, \$16,200</li> <li>• Professional Development: Resource: Title IV, Part A (ESEA) \$4,870</li> </ul>		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, Spelling City, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.)</p>	\$682,170.22	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Instructional Aide Salaries: Resource: Title I, \$75,677.64</li> <li>• Benefits: Resource: Title I, \$19,164.69</li> <li>• Educational Software: Resource: Title I, \$15,220</li> <li>• Educational Software: Resource: Title IV, Part A (ESEA), \$4,325.4</li> </ul>		
2.4	Designated and integrated ELD programs and support for ELs	<p>Charter School will provide services to ELs, including newcomers and LTELs, 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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$126,043.25	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Support for students with disabilities	<p data-bbox="506 207 1566 862">Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p data-bbox="506 906 1566 1084">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 data-bbox="506 1125 1566 1157">The following expenditures will be funded by federal Title funds: N/A</p>	\$921,073.51	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

It is the Charter School’s vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 0%			2026-27: >= 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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)	2023-24: (As of 5/20/24) 99%			2026-27: >= 90%	
3.3	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)	2023-24: (As of 5/xx/24) xx%			2026-27: >= 80%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.



A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college/career 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>	\$0.00	Yes
3.2	STEM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and 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 STEM program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Educational Software - Resource: Title I; Amount: \$1,296</li> </ul>	\$1,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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 may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.</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>	\$126,436.62	Yes
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic</p>	\$121,899.08	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3.5	Additional programs and activities that support well-rounded education	<p>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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded</p>	\$659,524.87	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7			2026-27: >= 8	
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 4			2026-27: >= 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 42			2026-27: >= 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 20.4%			2026-27: >= 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.56%			2026-27: (P-2 ADA) >= 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 29.0%			2025-26: (2026 Dashboard) ≤ 20.0%	
4.7	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.4%			2025-26: (2026 Dashboard) ≤ 2.5%	
4.8	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) ≤ 0.50%	
4.9	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 96.8% Families: 82.2% Staff: 97.2%			2026-27: Students: ≥ 95.0% Families: ≥ 75.0% Staff: ≥ 95.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.10	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 68.0% Families: 97.0% Staff: 81.0%			2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%	
4.11	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 89% Families: 96% Staff: 88%			2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%	
4.12	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 95.91%			2026-27: (Spring 2026 to Fall 2026) >= 85%	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation	\$275.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family 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 relationships and partnerships with families for student outcomes	<p>Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. 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 also support families to understand and exercise their legal rights and advocate for their own students and all students. 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,</p>	\$152,335.74	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 I funds:</p> <ul style="list-style-type: none"> <li>• 5800 Professional Services: \$1,620</li> <li>• 3500 Unemployment Insurance: \$40</li> <li>• 3300 OASDI/Medicare: \$116</li> <li>• 3100 STRS: \$1,528</li> <li>• 1100 Teacher Salaries: \$8,000</li> </ul>		
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills 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</p>	\$95,096.68	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, 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"> <li>• Instructional Materials &amp; Supplies: Resource: Title I, \$4,540.32</li> <li>• Professional Services: Resource: Title IV, Part A (ESEA), \$8,081.64</li> </ul>		
4.4	Annual educational partner surveys	<p>Charter School will annually administer school experience surveys to students, families, 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 about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information</p>	\$1,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Professional Services - Title I: \$1,620</li> </ul>		
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of 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: Community Schools Coordinator 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>	\$386,123.89	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,075,950	\$75,216

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.719%	12.061%	\$310,526.75	38.780%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Healthy and nutritious meals</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There</p>	<p>MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is a need to provide all our students with healthy and nutritious meals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary</p>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	<p><b>Action:</b> Professional development for high-quality instruction</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.</p>	<p>standard on the CAASPP- ELA/Literacy assessments (Source: CDE DataQuest)</p> <ul style="list-style-type: none"> <li>• Distance from Standard (DFS) on the CAASPP- ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.3</b></p>	<p><b>Action:</b> MTSS - Academic enrichment, intervention, and student support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.</p>	<p>TeachBoost/SchoolMint Grow)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.4</b></p>	<p><b>Action:</b> Designated and integrated ELD programs and support for ELs</p> <p><b>Need:</b></p>	<p>Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD</p>	<p>Goal 2: For all students, but particularly for the EL and LTEL student groups:</p>

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	<p>The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated</p>	<ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li> </ul>

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		<p>ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.</p>	<p>(Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)</li> </ul>
<p><b>3.1</b></p>	<p><b>Action:</b> College/Career readiness programs and activities</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>School experience survey "overall satisfaction rates" based on the responses of our students to the question,</li> </ul>

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			<p>"Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>3.2</b></p>	<p><b>Action:</b> STEM and GATE programs</p> <p><b>Need:</b> Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.</p>	<p>Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)</li> <li>• 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)</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>	<p>supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.</p>	<ul style="list-style-type: none"> <li>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)</li> </ul>
3.3	<p><b>Action:</b> Digital literacy and citizenship programs</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-</p>	<p>With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>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:</li> </ul>

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	<p>income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.</p>	<p>Local Indicator Priority 7, SIS)</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Physical education, activity, and fitness</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality</p>	<p>MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>physical education and extracurricular activities do better academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>3.5</b></p>	<p><b>Action:</b> Additional programs and activities that support well-rounded education</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs</p>	<p>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 (LOTE), 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,</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am</li> </ul>

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			<p>satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>4.1</b></p>	<p><b>Action:</b> Seeking family input for decision-making</p> <p><b>Need:</b> It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide</p>	<p>Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic</li> </ul>

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	<p>multiple channels to engage parents in decision making.</p> <p><b>Scope:</b> LEA-wide</p>	<p>addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.2</b></p>	<p><b>Action:</b> Building relationships and partnerships with families for student outcomes</p> <p><b>Need:</b></p>	<p>In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of "C" or</li> </ul>



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	<p>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in</p>	<p>better in core subjects and electives (Source: SIS)</p> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)</li> <li>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</li> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>(Source: CDE DataQuest, CALPADS)</p> <ul style="list-style-type: none"> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms;</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.3</b></p>	<p><b>Action:</b> MTSS - PBIS and SEL support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and</p>	<p>electives (Source: SIS)</p> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
4.4	<p><b>Action:</b> Annual educational partner surveys</p>	<p>Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• School experience survey</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education.</p> <p><b>Scope:</b></p>	<p>with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will</p>	<p>"participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	<p><b>Action:</b> Community outreach and partnerships</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups</p>	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-7 will utilize the concentration grant add-on funds (\$75,216) in the following manner:

MSA-7 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,026,884	\$1,075,950	26.719%	12.061%	38.780%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,116,843.53	\$2,773,018.98		\$254,089.09	\$6,143,951.60	\$3,626,115.46	\$2,517,836.14

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	\$0.00	\$18,900.00	\$18,900.00				\$18,900.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	\$0.00	\$237,267.60	\$159,485.88	\$76,800.00		\$981.72	\$237,267.60	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	\$199,824.94	\$595,801.44	\$423,844.94	\$371,781.44			\$795,626.38	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$17,280.00	\$17,280.00				\$17,280.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	\$0.00	\$387,765.55	\$342,138.55	\$45,627.00			\$387,765.55	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	\$1,271,416.13	\$83,000.00	\$959,959.23	\$394,456.90			\$1,354,416.13	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$58,801.08	\$10,141.08	\$27,600.00		\$21,060.00	\$58,801.08	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$639,883.13	\$42,287.09	\$467,194.72	\$100,587.77		\$114,387.73	\$682,170.22	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$126,043.25	\$0.00	\$126,043.25				\$126,043.25	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$614,179.43	\$306,894.08		\$851,855.83		\$69,217.68	\$921,073.51	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,296.00				\$1,296.00	\$1,296.00	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$121,036.62	\$5,400.00	\$126,436.62				\$126,436.62	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$119,199.08	\$2,700.00	\$121,899.08				\$121,899.08	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$659,524.87	\$16,040.00	\$621,884.87		\$21,600.00	\$659,524.87	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$275.00	\$275.00				\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$136,289.10	\$16,046.64	\$122,874.24	\$18,157.50		\$11,304.00	\$152,335.74	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$68,214.40	\$26,882.28	\$57,734.40	\$24,740.32		\$12,621.96	\$95,096.68	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,620.00				\$1,620.00	\$1,620.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$330,029.38	\$56,094.51	\$146,596.54	\$239,527.35			\$386,123.89	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,026,884	\$1,075,950	26.719%	12.061%	38.780%	\$1,212,514.93	0.000%	30.111 %	<b>Total:</b>	\$1,212,514.93
								<b>LEA-wide Total:</b>	\$1,212,514.93
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$17,280.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,141.08	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$467,194.72	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	\$126,043.25	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$126,436.62	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$121,899.08	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,040.00	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,874.24	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,734.40	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$146,596.54	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$6,239,132.00	\$6,299,946.25

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$18,900	\$18,900.00
1	1.2	Instructional materials and technology	No	\$312,319	\$312,318.90
1	1.3	Clean and safe facilities that support learning	No	\$800,539	\$834,310.03
1	1.4	Healthy and nutritious meals	Yes	\$17,280	\$17,280.00
1	1.5	Well-orchestrated Home Office support services	No	\$687,766	\$687,765.97
2	2.1	Broad course of study and standards-based curriculum	No	\$1,295,066	\$1,322,161.90
2	2.2	Professional development for high-quality instruction	Yes	\$56,961	\$56,961.08
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$662,461	\$620,278.83
2	2.4	Designated and integrated ELD programs	Yes	\$122,395	\$122,394.81
2	2.5	Support for students with disabilities	No	\$899,114	\$899,113.96
3	3.1	College/Career readiness programs and activities	Yes	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEAM and GATE programs	Yes	\$1,296	\$1,296.00
3	3.3	Digital literacy and citizenship programs	Yes	\$122,788	\$122,788.18
3	3.4	Physical education, activity, and fitness	Yes	\$127,918	\$127,917.69
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$646,139	\$646,139.35
4	4.1	Seeking family input for decision making	Yes	\$0.00	\$0.00
4	4.2	Building partnerships with families for student outcomes	Yes	\$148,442	\$148,441.74
4	4.3	MTSS - PBIS and SEL support	Yes	\$93,433	\$93,432.68
4	4.4	Annual stakeholder surveys	Yes	\$1,620	\$1,620.00
4	4.5	Community outreach and partnerships	Yes	\$224,695	\$266,825.13



# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,020,360	\$856,708.84	\$709,833.25	\$146,875.59	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$17,280.00	\$17,280.00		
2	2.2	Professional development for high-quality instruction	Yes	\$8,301.08	\$8,301.08		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$226,978.94	\$157,314.84		
2	2.4	Designated and integrated ELD programs	Yes	\$122,394.81	\$122,394.81		
3	3.1	College/Career readiness programs and activities	Yes	\$0.00			
3	3.2	STEAM and GATE programs	Yes	\$0.00			
3	3.3	Digital literacy and citizenship programs	Yes	\$122,788.18	\$122,788.18		
3	3.4	Physical education, activity, and fitness	Yes	\$127,917.69	\$2,700		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$4,320.00	\$5,240		
4	4.1	Seeking family input for decision making	Yes	\$0.00			
4	4.2	Building partnerships with families for student outcomes	Yes	\$125,737.74	\$118,980.24		
4	4.3	MTSS - PBIS and SEL support	Yes	\$54,570.40	\$56,070.4		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual stakeholder surveys	Yes	\$1,620.00			
4	4.5	Community outreach and partnerships	Yes	\$44,800.00	\$98,763.70		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,574,599	\$1,020,360	0.000%	39.632%	\$709,833.25	0.000%	27.571%	\$310,526.75	12.061%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-Bell

CDS Code: 19-64733-0122747

School Year: 2024-25

LEA contact information:

Suat Acar

Interim Principal

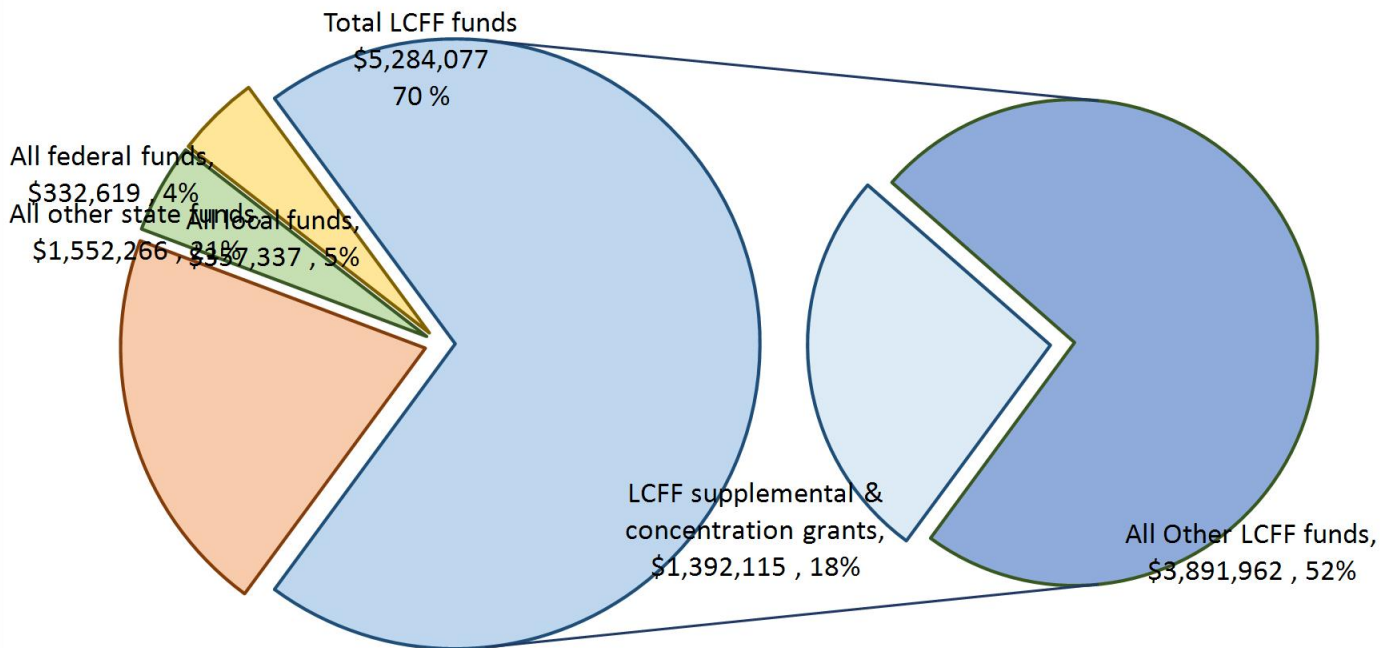
lbschlottman@magnoliapublicschools.org

(323) 826-3925

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source



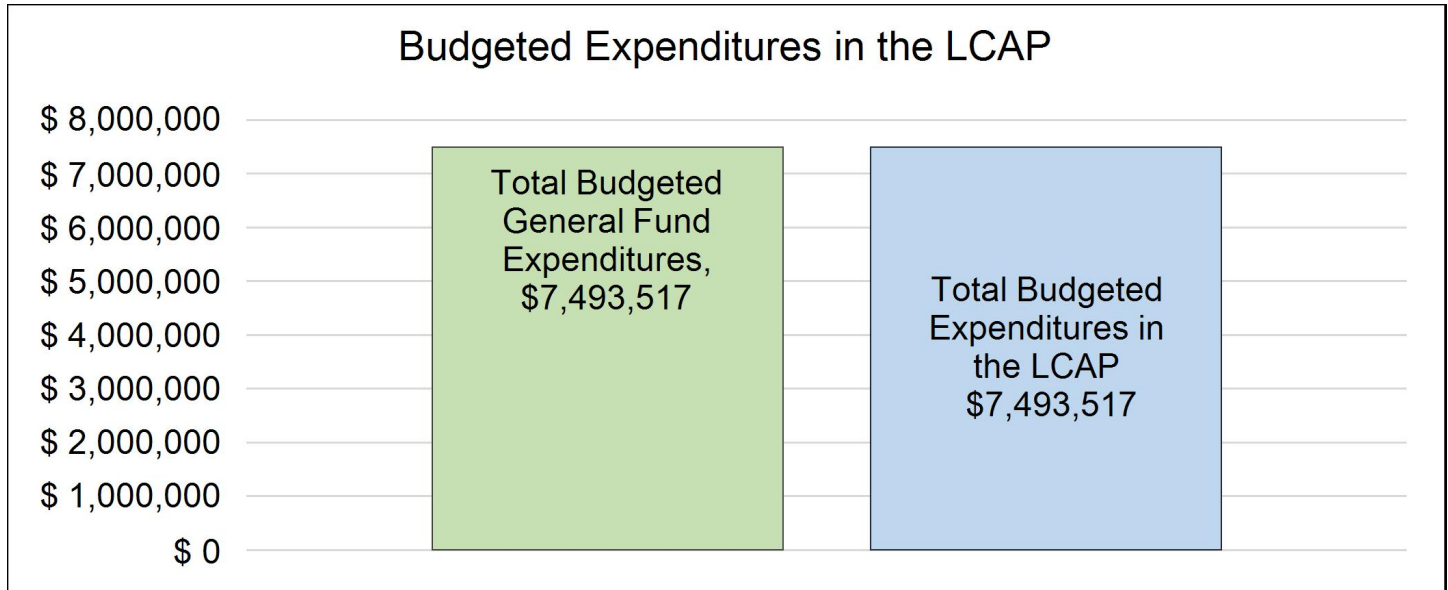
This chart shows the total general purpose revenue Magnolia Science Academy-Bell expects to receive in the coming year from all sources.



The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-Bell is \$7,526,299, of which \$5,284,077 is Local Control Funding Formula (LCFF), \$1,552,266 is other state funds, \$357,337 is local funds, and \$332,619 is federal funds. Of the \$5,284,077 in LCFF Funds, \$1,392,115 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-Bell plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-Bell plans to spend \$7,493,516.97 for the 2024-25 school year. Of that amount, \$7,493,516.97 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

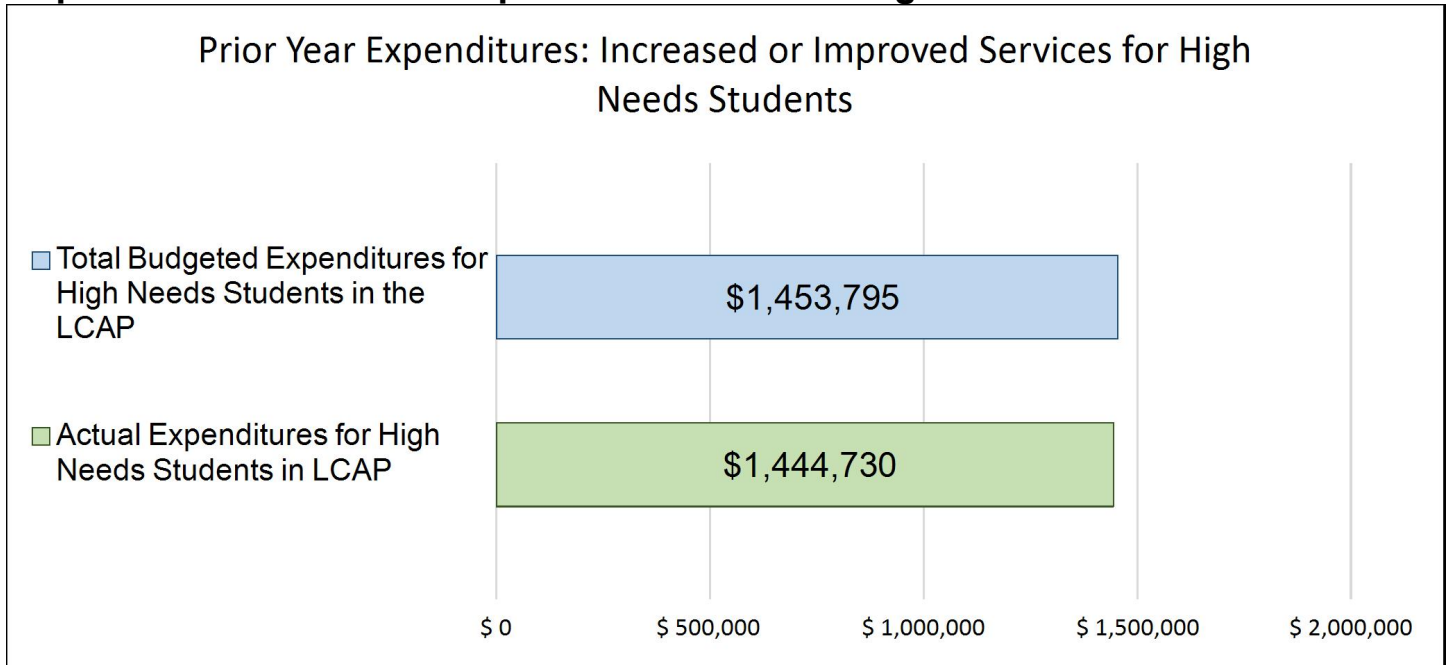
N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-Bell is projecting it will receive \$1,392,115 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-Bell must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-Bell plans to spend \$2,056,396.99 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Magnolia Science Academy-Bell budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-Bell estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-Bell's LCAP budgeted \$1,453,794.84 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-Bell actually spent \$1,444,730.18 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-9,064.660,000,000,149 had the following impact on Magnolia Science Academy-Bell's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 8 used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Suat Acar Interim Principal	sacar@magnoliapublicschools.org (323) 826-3925

# Goals and Actions

## Goal

Goal #	Description
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 1	2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	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”	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)					
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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 Action 1: No substantive difference, teacher assignments and hiring process was similar to baseline year. Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resource Information System (HRIS) to automate employee documentation.

MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, live scan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.

Goal 1 Action 2: There was a substantial difference for Goal 1 Actions 2 because we purchase new technology to ensure that all students had a Chromebook at home to access their online curriculum and Google Classroom assignments. In the past, students used to take a Chromebook home and bring to school daily but this year we implemented a new system that allowed for Chromebook to stay home, this decreased the number of Chromebook that were damaged and increased student access to their instructional materials. All were in compliance for the current academic year. 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.

Goal 1 Action 3: No substantive difference. Cleaning 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. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.

Goal 1 Action 4: No substantive difference. 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 continues to use LAUSD LA Cafe's services and pays directly for their services.

Goal 1 Action 5: There was a substantive difference because we had an increase of legal fees and WASC accreditation fees. 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1

Budgeted: \$21,200

Actual: \$21,200

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 2

Budgeted: \$652,145

Actual: \$652,145

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 3

Budgeted: \$610,163

Actual: \$640,163

Explanation: The projected expenses are \$30k more than the budgeted amount. However, the discrepancy for this action Goal 1 Action 3 is not significant as it is less than 10% of the budgeted amount.

Goal 1 Action 4

Budgeted: \$60,000

Actual: \$60,000

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 5

Budgeted: \$943,178

Actual: \$960,099

Explanation: The projected expenses are around \$17k more than the budgeted amount. However, the discrepancy for this action Goal 1 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All courses have an assigned staff with proper credentials/permits": This implies that every course in the school has a designated staff member who possesses the necessary qualifications and permits to teach that particular subject. It ensures that the teachers are appropriately qualified to deliver the content and meet the educational standards required for each course.



This year the school purchased CCSS aligned History curriculum with online access and fully adopted the McGraw Hill Math and Study Sync Curriculum for English: This indicates that the school has made specific curriculum choices for History, Math, and English subjects. The History curriculum aligns with the Common Core State Standards (CCSS), which provide a set of learning objectives for each grade level to ensure consistency and quality in education. Additionally, the school has adopted the McGraw Hill Math and Study Sync Curriculum for Math and English, respectively. These curricula are widely recognized and used in many educational institutions.

There were several vacancies, 2 History vacancies (grades 6 & 7) until September and October respectively, Math (6 ) was vacant from October 2023 until January 2024. Math 7 was filled in August and vacant in December and filled in January. The Science 6 was vacant in October and filled until December 2023. Fortunately, we were able to fill the vacancy in February 2024. Finally, our Science 7 position was vacant at the onset of the academic year and was filled with a permanent sub and we were able to secure a credentialed teacher in January 2024.

All positions were fully staffed as of January 2024. This implies that the vacancies in the Math, Science and History departments were successfully filled, and the school had a complete staff in place.

We did have a moderate number (30) of students absent this school year due to COVID or COVID-like symptoms: This highlights the impact of the COVID-19 on the school. In stark contrast to the previous school year, there were a significantly a smaller number of teachers who were absent due to COVID-19 or symptoms similar to those of COVID-19.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

During the 2023 school year, Magnolia had a significantly lower number of teaching staff who held permits. This suggests that some teachers may have been in the process of obtaining their full credentials or permits, indicating that they were still completing the necessary requirements to become fully qualified teachers. However, in the 2023-2024 school year, the number of staff members on permits was reduced. This implies that more teachers had obtained their full credentials, indicating an increase in the number of fully qualified teachers at Magnolia.

An example mentioned is the Math(6), Science (7) and History (6&7) which was filled by a fully credentialed teacher. This means that the school was able to secure a qualified teacher with the appropriate credentials to teach Spanish. Hiring fully credentialed teachers ensures that students receive instruction from educators who have met the required standards and possess the necessary qualifications in their subject areas.

To ensure that all teachers meet the necessary qualifications, Magnolia continues to work alongside a credential specialist from the Los Angeles County Office of Education (LACOE). This specialist assists in reviewing the qualifications of the teaching staff, ensuring that they meet the required standards and possess the necessary credentials. This collaborative effort with the LACOE credential specialist demonstrates the school's commitment to maintaining a high level of teacher qualifications and providing support to ensure that teachers successfully complete any new teacher programs or requirements.

By reviewing staff qualifications and providing the necessary support, Magnolia aims to ensure that their teaching staff is well-prepared and equipped to meet the educational needs of their students. This commitment to ongoing professional development and compliance with credential requirements ultimately contributes to the overall quality of education at the school.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local 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 5/20/24) 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	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/20/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 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 5/24/24) 71%	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	This metric has been retired. We are exploring the "Average Grade Level	2023-24: 125.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	Equivalent Growth from fall 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)	<p>2018-19:</p> <ul style="list-style-type: none"> <li>All Students: 45.06%</li> <li>English Learners: 6.67%</li> <li>Socioeconomically Disadvantaged: 41.84%</li> <li>Students with Disabilities: 14.29%</li> <li>Hispanic: 44.20%</li> <li>White: 31.71%</li> </ul>	<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>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 42.86%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 43.36%</li> <li>Students with Disabilities: 3.13%</li> <li>Hispanic: 42.69%</li> <li>White: 38.71%</li> </ul> <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</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 35.29%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 34.55%</li> <li>Students with Disabilities: 6.06%</li> <li>Asian: *</li> <li>Hispanic: 34.11%</li> <li>White: 48.0%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 39.13%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 48.00%</li> <li>English Learners: 11.00%</li> <li>Socioeconomically Disadvantaged: 48.00%</li> <li>Students with Disabilities: 21.00%</li> <li>Hispanic: 50.00%</li> <li>White: 37.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>All Students: 43.75%</li> <li>English Learners: 0.00%</li> <li>Students with Disabilities: 6.45%</li> <li>Hispanic: 44.25%</li> <li>White: 32.26%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 65.07%</li> </ul>	<p>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"> <li>All Students: 43.62%</li> <li>English Learners: 7.94%</li> <li>Students with Disabilities: 8.82%</li> <li>Hispanic: 42.32%</li> <li>White: 52.00%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 56.13%</li> </ul>		
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 17.7 points below standard</li> <li>English Learners:</li> </ul>	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> <li>All Students: 24.4 points below standard</li> <li>English Learners:</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 41.1 points below standard</li> <li>English Learners:</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 11.0 points below standard</li> <li>English Learners:</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>70.7 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 19.8 points below standard</li> <li>Students with Disabilities: 88.3 points below standard</li> <li>Homeless: 24.9 points below standard</li> <li>Hispanic: 15.7 points below standard</li> <li>White: 37.8 points above standard</li> </ul>	<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"> <li>All Students: 42.8%</li> <li>English Learners: 34.2%</li> <li>Students with Disabilities: 50.0%</li> <li>Hispanic: 42.6%</li> <li>White: 45.2%</li> </ul>	<p>90.5 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 25.1 points below standard</li> <li>Students with Disabilities: 119.4 points below standard</li> <li>Homeless: 30.0 points below standard</li> <li>Hispanic: 24.1 points below standard</li> <li>White: 37.1 points below standard</li> </ul>	<p>109.8 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 41.9 points below standard</li> <li>Students with Disabilities: 134.4 points below standard</li> <li>Asian: *</li> <li>Hispanic: 43.4 points below standard</li> <li>White: 13.0 points below standard</li> </ul>	<p>64.0 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 12.0 points below standard</li> <li>Students with Disabilities: 77.0 points below standard</li> <li>Homeless: 17.0 points below standard</li> <li>Hispanic: 9.0 points below standard</li> <li>White: 30.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 49.8%</li> <li>English Learners: 40.8%</li> </ul>	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 42.8%</li> </ul>	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 49.6%</li> </ul>	<p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 50.1%</li> </ul>	<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 65.0%</li> <li>English Learners: 65.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 50.6%</li> <li>Students with Disabilities: 29.3%</li> <li>Hispanic: 50.5%</li> <li>White: 42.9%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 34.2%</li> <li>Socioeconomically Disadvantaged: 41.7%</li> <li>Students with Disabilities: 50.0%</li> <li>Hispanic: 42.6%</li> <li>White: 45.2%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 37.9%</li> <li>Socioeconomically Disadvantaged: 50.3%</li> <li>Students with Disabilities: 58.8%</li> <li>Hispanic: 49.1%</li> <li>White: 64.0%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 46.6%</li> <li>Socioeconomically Disadvantaged: 49.1%</li> <li>Students with Disabilities: 55.6%</li> <li>Hispanic: 51.5%</li> <li>White: 33.3%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 65.0%</li> <li>Students with Disabilities: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 65.0%</li> </ul>
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"> <li>All Students: 23.86%</li> <li>English Learners: 5.00%</li> <li>Socioeconomically Disadvantaged: 23.53%</li> <li>Students with Disabilities: 10.20%</li> <li>Hispanic: 23.73%</li> <li>White: 24.39%</li> </ul>	<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:</p> <ul style="list-style-type: none"> <li>All Students: 23.32%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 24.05%</li> <li>Students with Disabilities: 6.26%</li> <li>Hispanic: 22%</li> <li>White: 32.26%</li> </ul> <p>We have used the Measures of Academic Progress (MAP)-Mathematics</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 17.37%</li> <li>English Learners: 1.85%</li> <li>Socioeconomically Disadvantaged: 16.82%</li> <li>Students with Disabilities: 6.06%</li> <li>Asian: *</li> <li>Hispanic: 16.33%</li> <li>White: 32.0%</li> </ul> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 29.19%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 30.00%</li> <li>English Learners: 12.00%</li> <li>Socioeconomically Disadvantaged: 30.00%</li> <li>Students with Disabilities: 17.00%</li> <li>Hispanic: 30.00%</li> <li>White: 30.00%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> <li>• All Students: 21.15%</li> <li>• English Learners: 0.00%</li> <li>• Students with Disabilities: 6.45%</li> <li>• Hispanic: 19.83%</li> <li>• White: 30.00%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>• All Students: 41.27%</li> </ul>	<p>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"> <li>• All Students: 20.32%</li> <li>• English Learners: 3.17%</li> <li>• Students with Disabilities: 5.88%</li> <li>• Hispanic: 18.95%</li> <li>• White: 36.00%</li> </ul> <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>• All Students: 28.88%</li> </ul>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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"> <li>All Students: 74.0 points below standard</li> <li>English Learners: 127.0 points below standard</li> <li>Socioeconomically Disadvantaged: 73.8 points below standard</li> <li>Students with Disabilities: 142.9 points below standard</li> <li>Homeless: 53.0 points below standard</li> <li>Hispanic: 74.3 points below standard</li> <li>White: 73.4 points above standard</li> </ul>	<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"> <li>All Students: 47.8%</li> <li>English Learners: 41.7%</li> <li>Students with Disabilities: 53.3%</li> <li>Hispanic: 46.8%</li> </ul>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 79.3 points below standard</li> <li>English Learners: 143.6 points below standard</li> <li>Socioeconomically Disadvantaged: 78.9 points below standard</li> <li>Students with Disabilities: 159.1 points below standard</li> <li>Homeless: 62.6 points above standard</li> <li>Hispanic: 81.6 points below standard</li> <li>White: 62.0 points above standard</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 94.6 points below standard</li> <li>English Learners: 140.6 points below standard</li> <li>Socioeconomically Disadvantaged: 94.5 points below standard</li> <li>Students with Disabilities: 156.9 points below standard</li> <li>Asian: *</li> <li>Hispanic: 97.6 points below standard</li> <li>White: *</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 68.0 points below standard</li> <li>English Learners: 110.0 points below standard</li> <li>Socioeconomically Disadvantaged: 68.0 points below standard</li> <li>Students with Disabilities: 115.0 points below standard</li> <li>Homeless: 47.0 points below standard</li> <li>Hispanic: 68.0 points below standard</li> <li>White: 68.0 points above standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>White: 56.7%</li> </ul>			
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"> <li>All Students: 48.5%</li> <li>English Learners: 57.1%</li> <li>Socioeconomically Disadvantaged: 47.2%</li> <li>Students with Disabilities: 42.5%</li> <li>Hispanic: 47.1%</li> <li>White: 65.7%</li> </ul>	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 47.8%</li> <li>English Learners: 41.7%</li> <li>Socioeconomically Disadvantaged: 49.4%</li> <li>Students with Disabilities: 53.3%</li> <li>Hispanic: 46.8%</li> <li>White: 56.7%</li> </ul>	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 44.8%</li> <li>English Learners: 37.3%</li> <li>Socioeconomically Disadvantaged: 45.3%</li> <li>Students with Disabilities: 50.0%</li> <li>Hispanic: 43.9%</li> <li>White: 56.0%</li> </ul>	Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 41.0%</li> <li>English Learners: 34.5%</li> <li>Socioeconomically Disadvantaged: 39.2%</li> <li>Students with Disabilities: 40.5%</li> <li>Hispanic: 41.9%</li> <li>White: 23.8%</li> </ul>	2023-24: <ul style="list-style-type: none"> <li>All Students: 65.0%</li> <li>English Learners: 65.0%</li> <li>Socioeconomically Disadvantaged: 65.0%</li> <li>Students with Disabilities: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 70.0%</li> </ul>
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"> <li>Level 4: 23%</li> </ul>	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	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>• Level 3: 37%</li> <li>• Level 3: 23%</li> <li>• Level 1: 17%</li> </ul>			
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"> <li>• All Students: 29.77%</li> <li>• English Learners: 0.00%</li> <li>• Socioeconomically Disadvantaged: 30.87%</li> <li>• Students with Disabilities: 4.55%</li> <li>• Hispanic: 31.90%</li> <li>• White: 7.69%</li> </ul>	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> <li>• All Students: 20.00%</li> <li>• English Learners: 0.00%</li> <li>• Socioeconomically Disadvantaged: 17.99%</li> <li>• Students with Disabilities: 0.00%</li> <li>• Hispanic: 20.00%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>• All Students: 24.64%</li> <li>• English Learners: *</li> <li>• Socioeconomically Disadvantaged: 23.73%</li> <li>• Students with Disabilities: 8.33%</li> <li>• Hispanic: 24.59%</li> </ul>	2023-24: <ul style="list-style-type: none"> <li>• All Students: 35.00%</li> <li>• English Learners: 10.00%</li> <li>• Socioeconomically Disadvantaged: 37.00%</li> <li>• Students with Disabilities: 11.00%</li> <li>• Hispanic: 37.00%</li> <li>• White: 14.00%</li> </ul>

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

### Goal 2 Action 1

Budgeted: \$1,224,917

Actual: \$1,284,059

Explanation: The projected expenses are around \$60k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 1 is not significant as it is less than 10% of the budgeted amount.

### Goal 2 Action 2

Budgeted: \$49,000

Actual: \$77,500

Explanation: This action relates to professional development for quality instruction in the school. Initially, the school budgeted \$49,000 for professional development, tuition reimbursement, and PD requiring travel and lodging. However, due to the increased number of teachers who are new to the profession and their needs, the projected actual is around \$28k more than the budgeted amount.

### Goal 2 Action 3

Budgeted: \$833,064

Actual: \$798,318

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4

Budgeted: \$106,923

Actual: \$106,923

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 5

Budgeted: \$858,637

Actual: \$858,637

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

ATSI: The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2 (Action 4 and 5) of the school was to support student growth, particularly in English Language Development (ELD) and Special Education (SPED). The actions taken to achieve this goal have been successful, as evidenced by the positive outcomes observed. One of the key factors contributing to the success was the effectiveness of the ELD Coordinator, who was well-equipped to support the students. This coordinator played a crucial role in implementing strategies and providing guidance to students who were learning English as an additional language.

Their expertise and support contributed significantly to the growth of these students. To improve efforts an ELD Paraprofessional was hired this year as additional support. As a result of the coordinated efforts, there were 6 students which were reclassified during the year. This means that these students, who were previously identified as English language learners, have made significant progress in their language proficiency and academic skills. 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 40 of 62 Out of the 6 students reclassified students.

This demonstrates the effectiveness of the ELD program, and the support provided to these students. Furthermore, the growth and progress of students in the SPED program were also notable. While specific data is not provided, it is mentioned that the SPED students showed growth in their academics. This indicates that the interventions, support, and accommodations provided to students with special needs have been effective in improving their learning outcomes. To further assess and measure the progress made by students, the school is awaiting MAP data. The MAP (Measures of Academic Progress) assessment is a widely used tool that measures students' academic growth over time. By analyzing this data, the school will be able to evaluate the overall impact of the implemented strategies and interventions on student achievement. The successful reclassification of ELD students and the observed growth in SPED students' academics indicate that the actions taken to support student growth have yielded positive outcomes. These achievements are a testament to the dedicated efforts of the ELD Coordinator, the school staff, and the support systems in place to meet the unique needs of students in ELD and SPED programs.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This year, one of the most significant changes implemented in the school is the increased interventions provided to students. The restructuring of the Interventions for ELD and SWD was significant. The implementation of prescriptive intervention supports for our students was designed to identify students with the greatest potential to show growth, we isolated the students and provided intentional interventions by inviting the students to Saturday School, Intervention Tutorial during Office Hours with our Ed Specialist as well as the ELD Coordinator and ELD Para-Professional provided additional supports during their specified Office Hours. The sessions were held from February until June which provided small groups with writing tasks, simulated testing and feedback from credentialed teachers.

By providing more intervention sessions, the ELD coordinator, Ed Specialists Coordinator and the team of ED Specialists in concert with the credentialed teachers were able to enhance their knowledge and skills in supporting English language learners effectively as well as our SWD. The interventions translated into improved instruction and strategies for the students, enabling them to make greater progress in their language acquisition and academic development.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 19%	2021-22: (As of 5/13/22) 21%	2022-23: (As of 5/12/23) 23%	2023-24: (As of 5/20/24) 16%	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 5/20/24) 99%	2023-24: 100%
Percentage of students who have	2020-21: (As of 4/16/21)	2021-22: (As of 5/13/22)	2022-23: (As of 5/12/23)	2023-24: (As of 5/20/24)	2023-24: 100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	100%	100%	100%	98%	

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Student data was reviewed consistently for proper recommendation for accelerated math pathways. All new students were tested with the OLSAT GATE test to identify eligible students with gifted capabilities. All Advisory classes were issued a University name and held monthly assemblies bringing to our school a culture of college and career paths. The offering of Kickboard points was a welcomed incentive program for students to earn points for prizes earned by following the PBIS playbook. Elective offerings were expanded with the implementation of Paxton Patterson Laboratories enhancing our school wide STEAM focused programs. Our after-school program and club offerings expanded with Art Land, Culture Club, E-Sports, Mixed Sports, Nintendo, Trivia Pursuit, and Mind Craft. A highlight this year was the students versus faculty basketball game. The after-school program allows students extended hours after school for enrichment opportunities and creativity. Our PE department coordinated end of year physical activity competitions school wide with our neighboring schools

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1  
 Budgeted: \$0  
 Actual: \$0  
 Explanation: N/A

Goal 3 Action 2  
 Budgeted: \$1,001  
 Actual: \$1,001

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

#### Goal 3 Action 3

Budgeted: \$8,720

Actual: \$8,720

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

#### Goal 3 Action 4

Budgeted: \$368,999

Actual: \$368,999

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

#### Goal 3 Action 5

Budgeted: \$847,038

Actual: \$873,532

Explanation: The projected expenses are around \$28.5k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The introduction of the STEAM (Science, Technology, Engineering, Arts, and Mathematics) lab has proven to be a tremendous success for the school. The STEAM lab provides a dedicated space for students to engage in hands-on, project-based learning that integrates multiple 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 48 of 107 disciplines. This immersive learning environment has had a profound impact on the quality of STEAM projects produced by students throughout the year.

With the establishment of the STEAM lab, students have been able to explore and apply their knowledge and skills in a collaborative and innovative setting. This has resulted in an evident increase in the quality of the projects produced. Students have been able to experiment, design, and create using a wide range of tools, technologies, and materials available in the lab. The integration of arts and creativity into the STEM disciplines has further enhanced the students' problem-solving abilities, critical thinking skills, and overall engagement in the learning process.

The recognition of the school's STEAM projects is exemplified by the achievements in the MPS (Magnolia Public School) STEAM Expo. STEAM Expo 2024 MSA- Bell had 4 Winners in 4 different categories, and our very own STEAM Teacher was named STEAM Educator of the year. 1st Place in the Earth Science and Chemistry category. 2nd place in the Engineering and Robotics category and 3rd place in the Physics and Physical Sciences. We had more than 30 student entries in this prestigious event, and the honor of 4 winners is a testament to

the dedication and hard work of both the students and the educators involved. These accolades not only showcase the students' talents and abilities but also demonstrate the effectiveness of the school's STEAM program and its commitment to providing high-quality educational experiences.

As a result of these accomplishments, the school has observed an increase in enrollment numbers. We hosted 3 open houses during the Spring which provided an opportunity to boast about the high-quality STEAM programs and the success of students in various competitions that has spread among parents and the community. This positive reputation has attracted more parents to choose the school for their children's education. The growing enrollment numbers are a clear indication that the school's commitment to offering high-quality programs is being recognized and valued by parents who seek the best educational opportunities for their children.

Overall, the introduction of the STEAM lab, the expectation of all students to participate in the MSA-Bell school wide STEAM Fair has increased quality of STEAM projects, and the success in competitions have not only enriched the educational experiences of students but also contributed to the school's reputation as a provider of exceptional programs. These achievements have undoubtedly played a significant role in the increasing enrollment numbers, as parents recognize and appreciate the high standard of education offered by the school.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school has identified a couple of specific areas for improvement and goals to focus on. One objective is to establish a uniform number of field trips by grade level. This year, 6th grade attended field trips to the LA Zoo, CSULB with special offerings to attend Pali Institute ( Spring Break), Disney CA Adventures ( Honors ART Institute) and the STEAM Expo. Our 7th grade students attended Medieval Times Dinner & Tournament, with special offerings to Pali Institute ( Spring Break), Disney CA Adventures ( Honors ART Institute) and the STEAM Expo and all SRLA events. Our 8th grade students attended USC, The Autry Museum , Pali Institute ( Spring Break), Disney CA Adventures ( Honors ART Institute), the STEAM Expo and all SRLA events. This means that the school aims to provide an equal and consistent number of field trips for students across different grade levels. By implementing this change, the school intends to ensure that all students have equitable opportunities to participate in enriching and educational experiences outside of the classroom. Field trips offer students the chance to apply their learning in real-world contexts, explore new environments, and foster a deeper understanding of various subjects.

Another goal is to increase student satisfaction rates. The school recognizes the importance of student feedback and aims to enhance the overall experience for students. By actively seeking and considering student perspectives, the school can identify areas for improvement, implement necessary changes, and ensure that students feel valued, supported, and engaged in their educational journey. Higher student 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 49 of 107 satisfaction rates indicate that students are more content, motivated, and invested in their learning, which can contribute to improved academic performance and overall well-being. To increase student voice and engagement in the community. These coordinators play critical roles in facilitating student involvement and fostering connections between the school and the broader community. By strengthening the capacity of these positions, the school aims to provide more opportunities for students to actively participate in community initiatives, share their perspectives, and contribute to decision-

making processes. This initiative promotes student empowerment, leadership development, and a sense of belonging, ultimately enhancing student engagement and the positive impact students can have within their community.

This year our school met the goal to enhance the capacity of the community school coordinator and student ambassador coordinator. We implemented the student ambassadors and invited students and parents to attend the Community Engagement Initiative panels and conferences. The concerted efforts to implement our student's voices the coordinator held regularly scheduled meetings, where the students collaborated to develop student centered activities and concerns. The outcome was high spirited weeks of activities and recognition of students and accolades and active investigations of student concerns to resolve issues occurring.

By focusing on these goals, the school demonstrates its commitment to providing well-rounded educational experiences and prioritizing student satisfaction and engagement. The uniform number of field trips aims to ensure equal access to enriching experiences, while increasing student satisfaction rates and promoting student voice and engagement nurtures a supportive and empowering learning environment. These efforts contribute to the overall success and growth of the school community.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 7	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 5/20/24) 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) 21	2021-22: (As of 5/13/22) 6	2022-23: (As of 5/12/23) 8	2023-24: (As of 5/20/24) 8	2023-24: 8
Number of activities/events for parent involvement per year (Source:	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 5/20/24) 60	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 6/14/24) 4	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 18.7%	2021-22: (As of 5/13/22) 2.1%	2022-23: (As of 5/12/23) 13.9%	2023-24: (As of 5/20/24) 22.7%	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-2 ADA) 92.50%	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 5/31/24) 24.5%	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 6/3/24) 0.7%	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: (2023 Dashboard) 2.5%	2022-23: (2023 Dashboard) 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23: (As of 5/12/23) 2.3%	2023-24: (As of 5/31/24) 3.5%	
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	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) 0.25%	2023-24: (As of 5/31/24) 0.24%	
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%	2023-24: Students: 99.7% Families: 99.7% Staff: 100.0%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 97% Staff: 92%	2021-22: Students: 72.0% Families: 96.0% Staff: 84.0%	2022-23: Students: 59% Families: 93% Staff: 77%	2023-24: Students: 56.0% Families: 93.0% Staff: 68.0%	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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 Action 1: Planned Actions - parent meeting expenses and Document Tracking Services (DTS) fees. Actual Implementation of Actions

- DTS fees paid through Home Office budget.

Goal 4 Action 2: Planned Actions - Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. Actual Implementation of Actions –

All planned actions were implemented, Home Visits were conducted exceeded our original goal of 20% of our student population. 23% of our students received a Home Visit this year, which surpassed the 13% of last year’s home visits. This is attributed to the efforts of the MTSS Team Lead by providing PD for staff and modeling the expectation for the staff. There was a combination of both virtual Home Visit as well as face-to-face Home Visits.

Goal 4 Action 3: Planned Actions - 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. Actual Implementation of Actions - All planned actions were implemented. Additional SEL PD for staff and SEL programs for students were added throughout the year 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 58 of 107 to address the high level of needs exhibited by students upon their return to in-person learning. All students received one free set of school uniforms at the start of the school yea

Goal 4 Action 4: Planned Actions - Panorama Education survey fees. Actual Implementation of Actions - All planned actions were implemented. 94.4 % of families 99.7 % of students, and 100 % of staff members completed the Educational Partner survey in Spring 2024. Our school received an approval rating of 96% by families, 72% by students, and 84% by staff.

Goal 4 Action 5: Planned Actions - membership fees (CCSA, WASC, etc.), Actual Implementation of Actions - All planned actions were implemented. Additional funding was allocated to marketing, branding, outreach, and partnership expenses to assist us with enrollment needs due to students moving out of state and participation in applying for the Community Schools Planning Grant which we received.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted: \$0

Actual: \$0

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 2

Budgeted: \$237,276

Actual: \$237,276



Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 3

Budgeted: \$382,700

Actual: \$382,700

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 4

Budgeted: \$2,000

Actual: \$2,000

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 5

Budgeted: \$223,341

Actual: \$218,097

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school has made notable progress in increasing parent engagement, as evidenced by the increased participation in the educational partner surveys, attendance at PAC, Coffee with the Administrators, Parent participation in the Community Engagement Initiative. Educational partner surveys serve as an important tool for gathering feedback and insights from parents, allowing them to contribute their perspectives and opinions regarding their child's education and overall school experience. The fact that more parents are actively participating in these surveys indicates a growing engagement and interest in being involved in their child's education. Moreover, the increase in home visit numbers further demonstrates the school's commitment to fostering strong connections with parents and families. Home visits provide an opportunity for teachers or school staff to visit students' homes, creating a more personal and inclusive relationship with families. These visits facilitate open communication, strengthen the home-school partnership, and enable educators to gain a deeper understanding of students' backgrounds and contexts. By actively seeking feedback through surveys and conducting home visits, the school has gained valuable insights into areas that require attention and improvement. The survey results have likely highlighted specific areas of focus where the school can make necessary adjustments and enhancements. This information allows school leadership to identify areas of strength and areas that need improvement, enabling them to implement targeted strategies and initiatives for school improvement. The commitment to receiving meaningful feedback demonstrates the school's dedication to continuous growth and enhancement, ensuring that the education provided aligns with the needs and expectations of students and their families.

Overall, the positive trend in parent engagement attending the CEI has increased participation in school events, candid conversations surrounding campus issues and overall improved relationships with our parents. Reflected through increased survey participation and home visits, has supported the school's efforts to gather meaningful feedback and improve various aspects of the educational experience. This collaborative approach between the school and parents enhances communication, fosters a sense of shared responsibility, and ultimately leads to a stronger and more inclusive school community.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there may not be any changes to the overall goal of the school, there is a clear focus on investing additional resources in community engagement efforts and improving the school's culture. These initiatives demonstrate a proactive approach to strengthening relationships with the community and enhancing the overall school environment.

By investing more resources in community engagement, the school is acknowledging the importance of building strong connections with the surrounding community. This may offer opportunities for community members to actively participate in the school's activities. Such efforts can foster a sense of belonging and collaboration, establishing the school as an integral part of the wider community. Increased community engagement can lead to valuable partnerships, additional resources, and a shared commitment to the success of the school and its students.

Working on improving the school's culture reflects a commitment to creating a positive and inclusive learning environment. A healthy school culture nurtures positive relationships, promotes respect and understanding, and values the diverse backgrounds and perspectives of students, staff, and families. This may involve implementing programs to address social-emotional learning, promoting diversity and inclusion, or providing professional development opportunities for staff members to cultivate a positive school climate. By prioritizing the school's culture, students and staff can thrive in an environment that supports their well-being, encourages growth, and enhances the overall educational experience.

Overall, the decision to invest more resources in community engagement and improve the school's culture demonstrates a proactive and forward-thinking approach. These initiatives can have a significant impact on the overall success of the school, fostering stronger community ties, enhancing student experiences, and creating a positive and inclusive environment where everyone feels valued and supported. By continuously striving to improve community engagement and school culture, the school is taking important steps towards achieving its goals and ensuring a high-quality educational experience for all partners involved.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Suat Acar Interim Principal	sacar@magnoliapublicschools.org (323) 826-3925

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-Bell (MSA-Bell) is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). MSA- Bell is located in the city of Bell (90201) and serves around 400 students in grades 6–8, with classes that average 30 or fewer students. Originally founded in 2010—and here requesting a third five-year charter term—MSA-Bell’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-Bell is supplemented by tutoring, after-school programs, and school-to-university links.

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MSA Bell currently has about 400 students in grades 6th-8th, and mainly draws enrollment from the neighboring communities of the southeast Los Angeles area. MSA Bell has a diverse student population of 90.45% Hispanic/Latino and 7.95% White (Arabic), 84.5% socioeconomically disadvantaged, 10.2% special education, and 12.5% English language learner population.

Magnolia Science Academy 8  
 Address: 6411 Orchard Ave., Bell, CA, 90201  
 Phone: 323-826-3925  
 Email: [sacar@magnoliapublicschools.org](mailto:sacar@magnoliapublicschools.org)



## Our Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

## Our Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

## INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

## CONNECTION

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

## EXCELLENCE

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

## SUCSESSES

MSA Bell's 2022 California School Dashboard report on the school's performance in ELA and Math indicate that the school has earned a Status level of "Low" for All Students, which is the same as the state's Status level. The report shows an average Distance from Standard (DFS) of -24.4 in ELA and -79.3 in Math for the All Students groups, which is higher than the State average DFS of -12.2 in ELA and -51.7 in Math.

The school has 5 numerically significant student groups (Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White). The majority of numerically significant student groups have a DFS higher than the State's average DFS in ELA and Math (English Learners, Students with Disabilities, and White).

## Strengths

MSA Bell's main success in ELA and MATH was the ability to maintain the 2019 SBAC Performance Level. Another major success was being able to maintain scores that are comparable to the state. In ELA, Latino students outperformed the state by 14.5%. In addition, our ELD department had the greatest success with a status of "High" and a performance level that is above the state in comparison. Another major success was being able to maintain scores that are comparable to the state in MATH.

The greatest success was seen in our Socioeconomically Disadvantaged Population's outperformance over the state by 5.1%. In addition, Latino students nearly equaled the state in Math Achievement. MSA Bell's highlighted success from the 2021-2022 school year was our ELPI score. We had previously set our goal at 55% for the school year and were proud when we saw a status of 55.3% for English Language Progress. Much of the success was due to our school having a dedicated ELD Coordinator that offers both support in the classroom as well as providing ELD classes that focus on differentiated instruction for scaffolding multiple levels of English language learners. In addition, MSA Bell secured three paraprofessionals to aid and tutor EL students during and after school. Although we did have an ELPI score of "High", MSA Bell will continue to implement programs that have embedded support for both teachers and students when it comes to focusing on English language development as a whole school program and curriculum. In addition to implementing McGraw Hill for Social Studies and Science, we have also implemented StudySync for the CORE ELA classes and continue to utilize iXL, MyOn, and AR to support Reading and English language development. MSA Bell attributes the SBAC Prep Program as a major contributor to student success on the SBAC in ELA and Math. In addition, the implementation of iXL and StudySync as part of the daily curriculum has been designed to lower the achievement gaps, address learning loss, and act as interventions and differentiation for student groups and special populations.

## CHALLENGES

MSA Bells 21-22 data results reflect an equal comparison to the previous years SBAC results (2018-19) and reflect an equal comparison to the state. All students performed in the "Low" category, with a critical focus on EL and SPED populations. There is much room for growth and improvement of systems. Incorporate more resources into the curriculum, such as McGraw Hill and Studysync. Continue using IXL in ELA during CORE time. IXL will continue for 20 minutes per day in both ELA and MATH, in addition to Science. We will also pilot IXL Social Studies with the 7th grade. Continue interventions during Advisory, SDL, Saturday School, and the after-school program. Continue data informed instruction using IAB's and Pre / Post data analysis throughout the school year. Continue the program from the previous year, adding sections for special populations on the post data analysis forms. All ELA and Math teachers will take the IAB's during Department Meeting time. MyOn was used 3 times throughout the year in order to show growth results and to set goals for the AR program. We will shift our daily reading to the end of the day to ensure that our students' tardiness or morning responsibilities (counseling, social talk club, etc..) do not interfere with at least 30 minutes of reading per day. CORE ELA and Math teachers will begin SBAC Prep by the third week of January. SBAC Prep will consist of daily warm-ups AND exit-tickets utilizing officially released SBAC questions from the available ICA's, IAB's and Focused IAB's. The goal is to expose all of the students to all of the relevant test questions and vocabulary by the end of April.

Weekly fail reports and interventions provide all teachers and staff with the information necessary to implement individualized plans for student success. Tier 1 interventions in the classroom, in addition to the after school program and Saturday school program continually provided support for all students and minimize student failures. Tutoring and Interventions will be offered every day after school with the focus on student growth and mastery. After school tutoring will focus on students who are nearly meeting the standards based on IAB data from 1st semester and NWEA Winter MAP Growth.

## Opportunities

1. Chronic Absences are at 5% and increased by 1.8%. In comparison with the state, all students increased by 1.1 points, 10.1% chronically absent.
  2. Suspension rate 1.4% increased by 1.4%. The rate is lower than the state rate of 3.4%
- ATSI: Students with Disabilities (SWD) for ATSI for both ELA and Math indicators and Chronic Absenteeism.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

### Differentiated Assistance (DA):

Magnolia Science Academy Bell is eligible for DA for the EL student group performance on the 2023 Dashboard and EL and SWD student groups' performance on the 2022 Dashboard. The state indicators that need improvement are ELA, math, and chronic absenteeism.

Here are the eligibility criteria for Magnolia Science Academy Bell;

CAASPP - ELA and Math  
(ELs)  
(SWD)

Chronic Absenteeism  
(ELs)  
(SWD)

Local Data that support the eligibility for the Magnolia Science Academy Bell;

ELA ELLs - 109.8 below standard - Declined 19.3 points  
SWDs - 134.4 below standard - Declined 15 points

Math - SWDs- 156.9 below standard - Maintained 2.2  
ELLs - 140.6 below standard - Increased 3 points

Chronic Absenteeism  
ELL - 31.8% - Increased 4.7%  
SWD - 36.1% - Declined 2.8%

Differentiated Assistance Collaborative Team:

As soon as the 2 subgroups met the criteria for the Differentiated Assistance (DA), Magnolia Science Academy Bell formed a group of educators working collaboratively with the Los Angeles County Office of Education (LACOE) for Differentiated Assistance (DA). The group includes the school's academic leadership team including the ELD and SPED coordinators in addition to Magnolia Public Schools (MPS) Chief Academic Officer, MPS Chief Accountability Officer, MPS Director of State and Federal Programs, MPS Director of Student Services, and MPS Director of EL and ELA programs. As the first step, the group attended the LACOE's Charter DA symposium on Feb 6, 2023. Additionally, the group met many times with the DA support providers from the Los Angeles County Office of Education (LACOE) and worked on the plan for improvement of those areas.

During the academic year 2023-24, at the beginning of second semester, Los Angeles County Office of Education (LACOE) started to work jointly with Magnolia Science Academy Bell in affirming and/or supporting Focus Areas of work that:

- Builds capacity through professional expertise and local decision-making
- Fosters systemic collaboration
- Builds a culture of co-learning and reflective inquiry
- Promotes a climate of candor, evidence, and urgency to take action
- Results in improved student outcomes and leads to sustainable change

One of the activities that the team conducted was the Root-cause analysis.

The outcomes of Root-cause Analysis;

The Differentiated Assistance team met many times to further discuss the 2 subgroups and conducted root-cause analyses for improvement; Per the overall interpretation, the team found out that the following as the roots for the shortcomings;

- teacher turnover and unfilled positions in ELA and Math as well as 7th grade SPED case manager
- ineffective math curriculum not meeting the rigor of standards
- teachers do not have a foundational understanding of how to read and analyze student data

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI):

Per the outcomes of Dashboard 2022 and 2023, Magnolia Science Academy 8 is eligible for Additional Targeted Support and Improvement (ATSI). The school's English Learners (EL) met the Criterion #3 for the last 2 years 2022 and 2023. Here are the details;

Criterion #3

2022 Dashboard Criteria:

Five or more indicators where the majority are at the Lowest Status Level. (CAASPP ELA, math, and suspension)

2023 Dashboard Criteria:

Five or more indicators where the majority are Red. (CAASPP ELA, ELPI, and Chronic Absenteeism)

## Action Steps:

The group has been working on PDSA (PLAN - DO - STUDY - ACT) model as it is a structured, iterative problem-solving method that the school educators can use to improve learning and processes: Here is a sample that the group used for the high suspension rate:

## Plan for Change:

Exactly what will implementation of this change idea look like? (who will do what, in what setting, by when?)

1. Asst. Prin. collects baseline observations in 20% of classrooms (before upcoming faculty meeting) and
2. analyzes discipline referral data (pre)
3. Principal: administer baseline survey item during faculty mtg, provide training, have teachers state/identify classroom expectations
4. Teachers: post expectations and focus on positive feedback for students (within one week of faculty meeting)
5. Asst Prin. provides weekly nonevaluative observation feedback to 100% of teachers until following faculty meeting
6. Principal: re-administer frustration survey item at next faculty meeting
7. Asst principal analyzes discipline referral data (post)
8. Administer anonymous survey

## Measures / Evidence:

What information will we collect and how will we collect it?

1. Asst. principal computes total positive/negative interaction ratio for each ten min observation (baseline) and
2. Asst. principal analyzes discipline referral data for three weeks before faculty mtg (avg. #/day)
3. Staff meeting agenda, baseline survey data (likert scale 1-7)
4. Principal walkthrough data - all classrooms one week after meeting (% of classrooms w/expectations posted)
5. Same process as step one, but asst. prin. shares data with teachers in a follow-up email by end of day
6. Follow-up survey data ((likert scale 1-7)), discipline referrals (Avg./day across three weeks before first faculty meeting (pre), compared to avg. across five days before second faculty meeting (post))
7. Asst. principal analyzes discipline referral data for 5 days before second faculty meeting (avg. #/day)
8. Asst. principal administers informal, anonymous survey to all teachers to gather qualitative feedback on process"

## Do:

What happened? Data / Results

1. Average pos/neg interaction ratio across eight classrooms is 2.3 / 4.1
2. Average discipline referrals per day for three weeks before meeting is 1.6
3. Training was provided, 92% of teachers attended. Average frustration rating on survey 5.1 / 7. Principal followed up with those absent.
4. 100% of classrooms had expectations posted one week after training
5. Across three weeks of follow-up observations, average pos/neg interaction ratio across 100% of classrooms is 6.7 / 4.8
6. Follow-up (post) frustration rating survey 3.6 / 7.
7. Average discipline referrals per day for one week before second faculty meeting is .7

8. Qualitative survey data indicate that many teachers found the frequent observations disruptive but most valued the nonevaluative, timely feedback. Several teachers reported an improved climate in their classrooms.

Study / Act: What did we learn? What will we do next? (completed after implementation)

- Gather feedback from teaches on less intrusive data collection methods - maybe select a peer to gather data? (need to conduct inter-observer agreement trials)

Similar models will be used for the CAASPP ELA, math, and Chronic Absenteeism as they are the criteria the school met for the Differentiated Assistance (DA) as well as ATSI.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	During the PAC meetings, we went through our data to give the family community an idea of what our results were and what our goals were. This meant that the school developed presentations based on the performance results from our data portal/dashboard websites to present the information in a way that parents could digest our information.
Students	During PAC meetings, students are involved in the decision-making process for our LCAP. At certain PAC meetings, we went through our data to give students an idea of what our results were and what our goals were. This meant that the school developed presentations based on the performance results from our data portal/dashboard websites to present the information in a way that parents could digest our information.
Teachers	Presentations have been made to our staff about our LCAP and the goals. These meetings are held throughout the year, where we speak about our accomplishments and achievements from the past year, our goals for the upcoming year, and ways to attain our goals. During this time, we go over what our projected goals/or make projected goals for the year and for future years.
School administrators	Presentations have been made to our staff about our LCAP and goals. These meetings are held throughout the year where we talk about our accomplishments and successes from the past year, our goals for the upcoming year, and how we will achieve our goals. During this time, we review our projected goals for the year and for future years.

Educational Partner(s)	Process for Engagement
Other school personnel	Presentations have been made to our staff about our LCAP and the goals. These meetings are held throughout the year, where we speak about our accomplishments and achievements from the past year, our goals for the upcoming year, and ways to attain our goals. During this time, we go over what our projected goals/or make projected goals for the year and for future years.
SELPA	SELPA representatives are engaged to ensure that the needs of students with disabilities are adequately addressed in the LCAP. Regular consultation and feedback sessions are held to discuss the effectiveness of special education programs and identify areas for improvement. This collaboration helps develop targeted interventions to support students with disabilities and ensure they receive an equitable and effective education. By actively seeking input from these educational partners, MSA-8 ensures that the LCAP is a comprehensive plan that reflects the needs and priorities of the community. This collaborative approach not only enhances the quality of the LCAP, but also fosters a sense of ownership and commitment among all stakeholders.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The decisions to create goals for our LCAP were influenced by the feedback provided by our educational partners. We, as the MSA-8's administrative team, would take into consideration the perspectives that all of our stakeholders had given, find the middle ground, and then share it back with the stakeholders. The feedback and goals are then presented to the central office for inclusion in the following year's LCAP.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 75.2%			2024-25: > 85%	
1.2	Percentage of students without access to their	2023-24: 0%			2026-27: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2026-27: 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 54%			2026-27: (Fall 2025 to Fall 2026) >= 80%	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.9%			2026-27: >= 95.0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: 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>	\$21,200.00	No
1.2	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.	\$370,895.12	No

Action #	Title	Description	Total Funds	Contributing
		<p>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, TelecomInternet, 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"> <li>• Title II, used for technology: \$909</li> </ul>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management</p>	\$557,163.44	No

Action #	Title	Description	Total Funds	Contributing
		<p>procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, and water.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$20,000.00	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic</p>	\$914,559.50	No

Action #	Title	Description	Total Funds	Contributing
		<p>achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Professional services paid with Title I: \$15,512</li> </ul>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Portrait of a Graduate,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%			2026-27: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 71%			2026-27: >= 85%	
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 85%			2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 35.29%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged : 34.55%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 40.00%</li> <li>English Learners: &gt;= 5.00%</li> <li>Socioeconomically</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: 6.06%</li> <li>• Asian: *</li> <li>• Hispanic: 34.11%</li> <li>• White: 48.0%</li> </ul>			<ul style="list-style-type: none"> <li>• Disadvantaged: &gt;= 40.00%</li> <li>• Students with Disabilities: &gt;= 15.00%</li> <li>• Hispanic: &gt;= 40.00%</li> <li>• White: &gt;= 45.00%</li> </ul>	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 41.1 points below standard</li> <li>• English Learners: 109.8 points below standard</li> <li>• Socioeconomically Disadvantaged: 41.9 points below standard</li> <li>• Students with Disabilities: 134.4 points below standard</li> <li>• Asian: *</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 32.0 points below standard</li> <li>• English Learners: 95.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 32.0 points below standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic: 43.4 points below standard</li> <li>White: 13.0 points below standard</li> </ul>			<ul style="list-style-type: none"> <li>Students with Disabilities: 115.0 points below standard</li> <li>Hispanic: 35.0 points below standard</li> <li>White: 5.0 points below standard</li> </ul>	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 50.1%</li> <li>English Learners: 46.6%</li> <li>Socioeconomically Disadvantaged: 49.1%</li> <li>Students with Disabilities: 55.6%</li> <li>Hispanic: 51.5%</li> <li>White: 33.3%</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: <math>\geq 50\%</math></li> <li>English Learners: <math>\geq 50\%</math></li> <li>Socioeconomically Disadvantaged: <math>\geq 50\%</math></li> <li>Students with Disabilities: <math>\geq 50\%</math></li> <li>Hispanic: <math>\geq 50\%</math></li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>White: <math>\geq 50\%</math></li> </ul>	
2.7	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: -0.06 (CGP: 47th percentile)</li> <li>English Learners: CGI: 0.51 (CGP: 69th percentile)</li> <li>Socioeconomically Disadvantaged: CGI: -0.07 (CGP: 47th percentile)</li> <li>Students with Disabilities: CGI: 0.53 (CGP: 70th percentile)</li> <li>Hispanic: CGI: -0.04 (CGP: 48th percentile)</li> <li>White: *</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>English Learners: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>Socioeconomically Disadvantaged: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>Students with Disabilities: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>Hispanic: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> <li>White: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> </ul>	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 17.37%</li> <li>English Learners: 1.85%</li> <li>Socioeconomically Disadvantaged: 16.82%</li> <li>Students with Disabilities: 6.06%</li> <li>Asian: *</li> <li>Hispanic: 16.33%</li> <li>White: 32.0%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: <math>\geq</math> 24.00%</li> <li>English Learners: <math>\geq</math> 10.00%</li> <li>Socioeconomically Disadvantaged: <math>\geq</math> 24.00%</li> <li>Students with Disabilities: <math>\geq</math> 10.00%</li> <li>Hispanic: <math>\geq</math> 24.00%</li> <li>White: *</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 94.6 points below standard</li> <li>• English Learners: 140.6 points below standard</li> <li>• Socioeconomically Disadvantaged : 94.5 points below standard</li> <li>• Students with Disabilities: 156.9 points below standard</li> <li>• Asian: *</li> <li>• Hispanic: 97.6 points below standard</li> <li>• White: *</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 82.0 points below standard</li> <li>• English Learners: 120.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 82.0 points below standard</li> <li>• Students with Disabilities: 135.0 points below standard</li> <li>• Hispanic: 85.0 points below standard</li> <li>• White: *</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 41.0%</li> <li>English Learners: 34.5%</li> <li>Socioeconomically Disadvantaged : 39.2%</li> <li>Students with Disabilities: 40.5%</li> <li>Hispanic: 41.9</li> <li>White: 23.8%</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: <math>\geq 50\%</math></li> <li>English Learners: <math>\geq 50\%</math></li> <li>Socioeconomically Disadvantaged: <math>\geq 50\%</math></li> <li>Students with Disabilities: <math>\geq 50\%</math></li> <li>Hispanic: <math>\geq 50\%</math></li> <li>White: <math>\geq 50\%</math></li> </ul>	
2.11	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: -0.83 (CGP: 20th percentile)</li> <li>English Learners: CGI: -1.16 (CGP: 9th percentile)</li> <li>Socioeconomically Disadvantaged : CGI: -0.98</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>English Learners: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th)</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(CGP: 16th percentile) <ul style="list-style-type: none"> <li>Students with Disabilities: CGI: -0.10 (CGP: 46th percentile)</li> <li>Hispanic: CGI: -0.75 (CGP: 23rd percentile)</li> <li>White: *</li> </ul>			percentile ) <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile )</li> <li>Students with Disabilities: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile )</li> <li>Hispanic: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile )</li> <li>White: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile )</li> </ul>	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance	2022-23: (2023 Dashboard) 44.4%			2025-26: (2026 Dashboard) $\geq 50.0\%$	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)					
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 20.4%			2025-26: (CDE DataQuest) >= 10.0%	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 24.64%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: 23.73%</li> <li>Students with Disabilities: 8.33%</li> <li>Hispanic: 24.59%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 25.00%</li> <li>English Learners: *</li> <li>Socioeconomically Disadvantaged: &gt;= 25.00%</li> <li>Students with Disabilities: &gt;= 10.00%</li> <li>Hispanic: &gt;= 25.00%</li> <li>White: *</li> </ul>	



# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
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 standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	\$1,429,594.43	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal categorical funds: N/A</p>		
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.</p> <p>The following expenditures will be funded by federal Title funds: Services &amp; Other Operating Expenses - Professional Development: Resource:</p> <ul style="list-style-type: none"> <li>• Title II Prof Dev-Other: \$15,000</li> <li>• Title II Professional Development: \$9,000</li> </ul>	\$77,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• 3010 Title I 4340 Education Software: \$24,429</li> <li>• 3010 Title I 3500 Unemployment Insurance: \$148.56</li> <li>• 3010 Title I 3400 Health &amp; Welfare Benefits: 1,869.05</li> <li>• 3010 Title I 3300 OASDI/Medicare: \$430.82</li> <li>• 3010 Title I 3100 STRS: \$5,674.95</li> <li>• 3010 Title I 1100 Teacher Salaries: \$29,678</li> </ul>	\$786,487.60	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Designated and integrated ELD programs and support for ELs	<p>Charter School will provide services to ELs, including newcomers and LTELs, 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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• 3010 Title I 3500 Unemployment Insurance: \$58.08</li> <li>• 3010 Title I 3300 OASDI/Medicare: \$168.43</li> <li>• 3010 Title I 3100 STRS: \$2,218.65</li> <li>• 3010 Title I 1100 Teacher Salaries: \$11,616</li> </ul>	\$108,175.11	Yes
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner	\$898,923.18	No

Action #	Title	Description	Total Funds	Contributing
		<p>designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• (Non-personnel): Title IV, Part A ESEA (ESSA), Professional Services: \$8,000</li> <li>• (Non-personnel): Title I, Educational Software: \$5,313</li> </ul>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

It is the Charter School’s vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 16%			2026-27: >= 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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)	2023-24: (As of 5/20/24) 99%			2026-27: ≥ 90%	
3.3	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)	2023-24: (As of 5/20/24) 98%			2026-27: ≥ 80%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college/career 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>	\$0.00	Yes
3.2	STEM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and 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 STEM program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,001.00	Yes



Action #	Title	Description	Total Funds	Contributing
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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 may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.</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"> <li>• Educational Software: Resource: Title IV, Part A, Amount: \$3,000</li> </ul>	\$8,720.35	Yes
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most</p>	\$385,446.90	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• 3010 Title I 3500 Unemployment Insurance: \$200.53</li> <li>• 3010 Title I 3400 Health &amp; Welfare Benefits: 3,594.32</li> <li>• 3010 Title I 3300 OASDI/Medicare: \$581.53</li> <li>• 3010 Title I 3100 STRS: \$7,660.24</li> <li>• 3010 Title I 1100 Teacher Salaries: \$40,106</li> </ul>		
3.5	Additional programs and activities that support well-rounded education	<p>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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.</p>	\$908,911.75	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8			2026-27: >= 8	
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 3			2026-27: >= 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 60			2026-27: >= 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 22.7%			2026-27: >= 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 92.50%			2026-27: (P-2 ADA) >= 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 28.4%			2025-26: (2026 Dashboard) ≤ 20.0%	
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.7%			2026-27: ≤ 2.0%	
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.5%			2025-26: (2026 Dashboard) ≤ 2.5%	
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) ≤ 0.50%	
4.10	School experience survey "participation rates" by students,	2023-24: Students: 99.7% Families: 99.7%			2026-27: Students: ≥ 95.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	families, and staff (Source: Local Indicator Priority 6, Panorama Education)	Staff: 100.0%			Families: >= 75.0% Staff: >= 95.0%	
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 56.0% Families: 93.0% Staff: 68.0%			2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%	
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 66% Families: 93% Staff: 77%			2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%	
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 94.26%			2026-27: (Spring 2026 to Fall 2026) >= 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of	\$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family 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	Building relationships and partnerships with families for student outcomes	<p>Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. 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</p>	\$240,328.27	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. 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> <ul style="list-style-type: none"> <li>• 3010 Title I 5800 Professional Services: \$7,500</li> <li>• 3010 Title I 3500 Unemployment Insurance: \$115</li> <li>• 3010 Title I 3300 OASDI/Medicare: \$333.5</li> <li>• 3010 Title I 3100 STRS: \$4,393</li> <li>• 3010 Title I 1100 Teacher Salaries: \$23,000</li> </ul>		
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills 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</p>	\$386,203.58	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, 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"> <li>• 3010 Title I 4310 Ins Mats &amp; Sups: \$4,053</li> <li>• 3010 Title I 4340 Educational Software: \$9,900</li> </ul>		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, 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;	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• 3010 Title I 5800 Professional Services: \$2,000</li> </ul>		
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of 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: Community Schools Coordinator 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>	\$376,131.74	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,392,115	\$98,241

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.345%	0.000%	\$0.00	26.345%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Healthy and nutritious meals</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There</p>	<p>MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is a need to provide all our students with healthy and nutritious meals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary</p>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	<p><b>Action:</b> Professional development for high-quality instruction</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.</p>	<p>standard on the CAASPP- ELA/Literacy assessments (Source: CDE DataQuest)</p> <ul style="list-style-type: none"> <li>• Distance from Standard (DFS) on the CAASPP- ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.3</b></p>	<p><b>Action:</b> MTSS - Academic enrichment, intervention, and student support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.</p>	<p>TeachBoost/SchoolMint Grow)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.4</b></p>	<p><b>Action:</b> Designated and integrated ELD programs and support for ELs</p> <p><b>Need:</b></p>	<p>Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD</p>	<p>Goal 2: For all students, but particularly for the EL and LTEL student groups:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated</p>	<ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.</p>	<p>(Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)</li> </ul>
<p><b>3.1</b></p>	<p><b>Action:</b> College/Career readiness programs and activities</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>School experience survey "overall satisfaction rates" based on the responses of our students to the question,</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>"Overall, I am satisfied and would recommend this school to other students."            (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>3.2</b></p>	<p><b>Action:</b> STEM and GATE programs</p> <p><b>Need:</b> Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.</p>	<p>Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)</li> <li>• 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)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.</p>	<ul style="list-style-type: none"> <li>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)</li> </ul>
3.3	<p><b>Action:</b> Digital literacy and citizenship programs</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-</p>	<p>With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>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:</li> </ul>

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	<p>income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.</p>	<p>Local Indicator Priority 7, SIS)</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Physical education, activity, and fitness</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality</p>	<p>MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>physical education and extracurricular activities do better academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>3.5</b></p>	<p><b>Action:</b> Additional programs and activities that support well-rounded education</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs</p>	<p>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 (LOTE), 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,</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am</li> </ul>

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			<p>satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>4.1</b></p>	<p><b>Action:</b> Seeking family input for decision-making</p> <p><b>Need:</b> It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide</p>	<p>Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic</li> </ul>

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	<p>multiple channels to engage parents in decision making.</p> <p><b>Scope:</b> LEA-wide</p>	<p>addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.2</b></p>	<p><b>Action:</b> Building relationships and partnerships with families for student outcomes</p> <p><b>Need:</b></p>	<p>In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of "C" or</li> </ul>

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	<p>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in</p>	<p>better in core subjects and electives (Source: SIS)</p> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)</li> <li>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</li> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate</li> </ul>



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		<p>building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>(Source: CDE DataQuest, CALPADS)</p> <ul style="list-style-type: none"> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms;</li> </ul>

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			<p>safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.3</b></p>	<p><b>Action:</b> MTSS - PBIS and SEL support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of "C" or better in core subjects and</li> </ul>

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	<p>These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and</p>	<p>electives (Source: SIS)</p> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in</li> </ul>

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		<p>needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

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<p><b>4.4</b></p>	<p><b>Action:</b> Annual educational partner surveys</p> <p><b>Need:</b> It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement</p>	<p>Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

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	<p>are so we can continue to provide our students with the best quality education.</p> <p><b>Scope:</b> LEA-wide</p>	<p>current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.5</b></p>	<p><b>Action:</b> Community outreach and partnerships</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Average Daily Attendance</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>(ADA) Rate (Source: SIS)</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)            (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators."            (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>



**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-8 will utilize the concentration grant add-on funds (\$98,241) in the following manner:

MSA-8 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$5,284,077	\$1,392,115	26.345%	0.000%	26.345%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,010,140.48	\$2,096,689.32		\$386,687.17	\$7,493,516.97	\$5,013,824.65	\$2,479,692.32

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	\$0.00	\$21,200.00	\$21,200.00				\$21,200.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	\$119,927.30	\$250,967.82	\$321,189.12	\$48,797.00		\$909.00	\$370,895.12	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	\$30,187.00	\$526,976.44	\$557,163.44				\$557,163.44	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	\$0.00	\$914,559.50	\$899,047.50			\$15,512.00	\$914,559.50	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	\$1,301,594.43	\$128,000.00	\$985,619.08	\$443,975.35			\$1,429,594.43	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$77,500.00	\$23,000.00	\$30,500.00		\$24,000.00	\$77,500.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$724,334.51	\$62,153.09	\$432,742.87	\$231,725.85		\$122,018.88	\$786,487.60	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$108,175.11	\$0.00	\$94,113.95			\$14,061.16	\$108,175.11	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$691,685.78	\$207,237.40	\$169,524.35	\$625,649.83		\$103,749.00	\$898,923.18	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,001.00	\$1.00	\$1,000.00			\$1,001.00	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$8,720.35	\$5,720.35			\$3,000.00	\$8,720.35	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$382,946.90	\$2,500.00	\$333,304.27			\$52,142.63	\$385,446.90	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$757,934.66	\$150,977.09	\$469,064.05	\$439,847.70			\$908,911.75	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$275.00	\$275.00				\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$212,048.27	\$28,280.00	\$204,986.77			\$35,341.50	\$240,328.27	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$355,197.58	\$31,006.00	\$333,197.58	\$39,053.00		\$13,953.00	\$386,203.58	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,000.00				\$2,000.00	\$2,000.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$329,793.11	\$46,338.63	\$139,991.15	\$236,140.59			\$376,131.74	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,284,077	\$1,392,115	26.345%	0.000%	26.345%	\$2,056,396.99	0.000%	38.917 %	<b>Total:</b>	\$2,056,396.99
								<b>LEA-wide Total:</b>	\$2,056,396.99
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$20,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$432,742.87	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	\$94,113.95	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,720.35	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$333,304.27	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$469,064.05	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$204,986.77	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$333,197.58	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$139,991.15	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,430,305.00	\$7,551,375.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$21,200	\$21,200.00
1	1.2	Instructional materials and technology	No	\$652,145	\$652,145.20
1	1.3	Clean and safe facilities that support learning	No	\$610,163	\$640,163.44
1	1.4	Healthy and nutritious meals	Yes	\$60,000	\$60,000.00
1	1.5	Well-orchestrated Home Office support services	No	\$943,179	\$960,099.92
2	2.1	Broad course of study and standards-based curriculum	No	\$1,224,917	\$1,284,059.84
2	2.2	Professional development for high-quality instruction	Yes	\$49,000	\$77,500.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$833,064	\$798,318.45
2	2.4	Designated and integrated ELD programs	Yes	106,923	\$106,923.47
2	2.5	Support for students with disabilities	No	\$858,638	\$858,637.53
3	3.1	College/Career readiness programs and activities	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEAM and GATE programs	Yes	\$1,001	\$1,001.00
3	3.3	Digital literacy and citizenship programs	Yes	\$8,720	\$8,720.35
3	3.4	Physical education, activity, and fitness	Yes	\$368,999	\$368,999.16
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$847,039	\$873,532.54
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$237,276	\$237,276.48
4	4.3	MTSS - PBIS and SEL support	Yes	\$382,700	\$382,700.49
4	4.4	Annual stakeholder surveys	Yes	\$2,000	\$2,000.00
4	4.5	Community outreach and partnerships	Yes	\$223,341	\$218,097.33



# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,384,966	\$1,453,794.84	\$1,444,730.18	\$9,064.66	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$60,000.00	\$60,000.00		
2	2.2	Professional development for high-quality instruction	Yes	\$13,000.00	\$23,000		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$300,576.08	\$314,673.58		
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes	\$1.00	\$1.00		
3	3.3	Digital literacy and citizenship programs	Yes	\$5,720.00	\$5,720.35		
3	3.4	Physical education, activity, and fitness	Yes	\$275,261.53	\$184,199.87		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$358,435.35	\$294,505.92		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$266,510.83	\$201,934.98		
4	4.3	MTSS - PBIS and SEL support	Yes	\$151,290.05	\$329,694.48		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual stakeholder surveys	Yes	\$2,000.00			
4	4.5	Community outreach and partnerships	Yes	\$21,000.00	\$31,000		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,534,163	\$1,384,966	0.000%	39.188%	\$1,444,730.18	0.000%	40.879%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

**Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Santa Ana

CDS Code: 30-76893-0130765

School Year: 2024-25

LEA contact information:

Steven Keskindurk & Maria Czermer-Rowell

Site Director/Secondary Principal & Elementary Principal

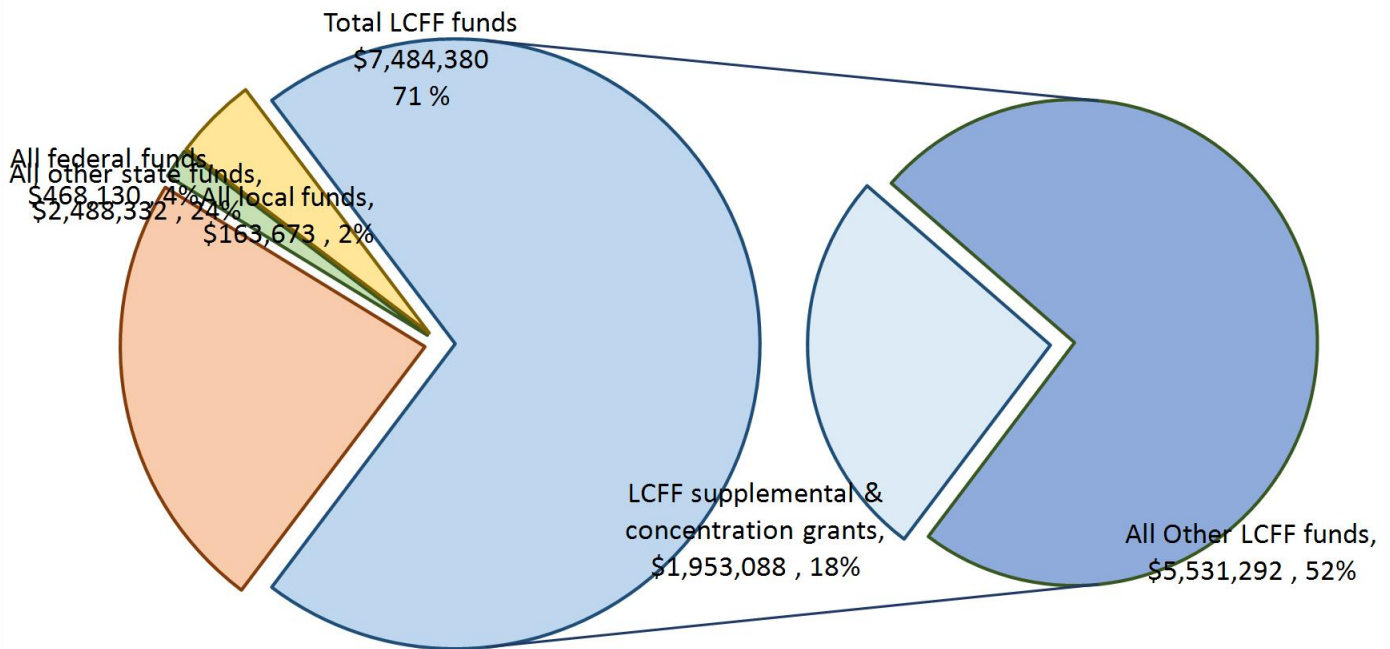
skeskinturk@magnoliapublicschools.org

(714) 479-0115

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source



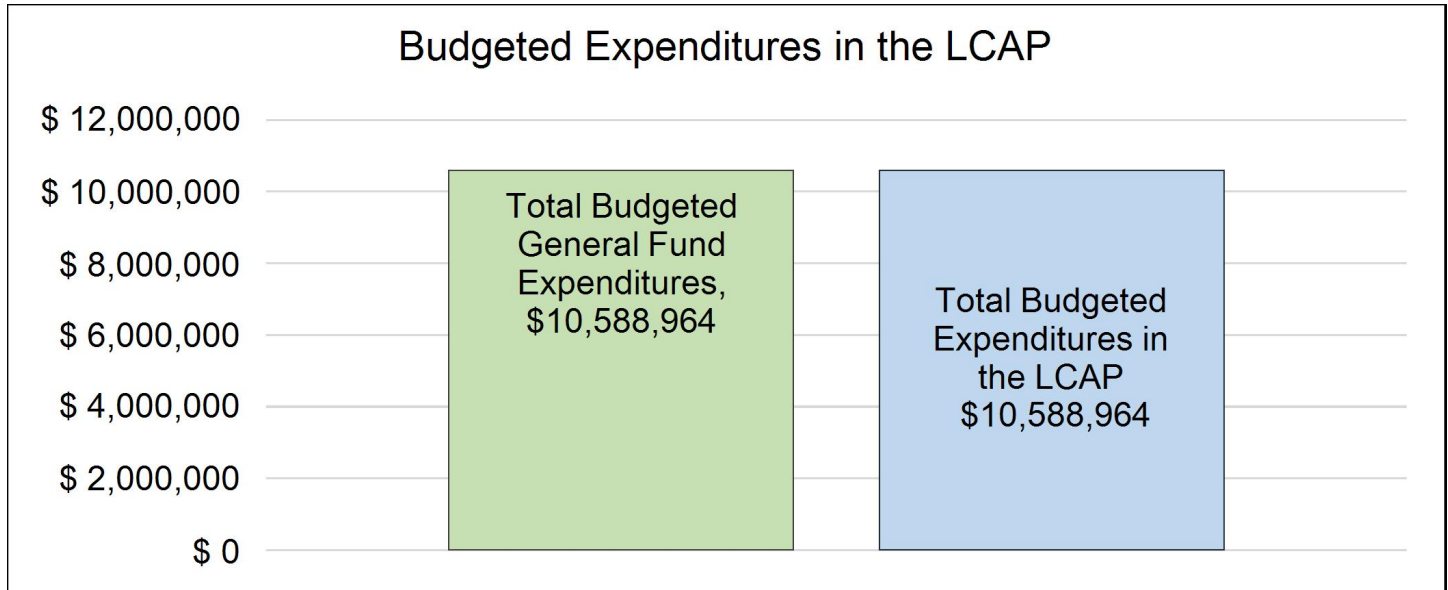
This chart shows the total general purpose revenue Magnolia Science Academy - Santa Ana expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy - Santa Ana is \$10,604,515, of which \$7,484,380 is Local Control Funding Formula (LCFF), \$2,488,332 is other state funds, \$163,673 is local funds, and \$468,130 is federal funds. Of the \$7,484,380 in LCFF Funds, \$1,953,088 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy - Santa Ana plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy - Santa Ana plans to spend \$10,588,963.95 for the 2024-25 school year. Of that amount, \$10,588,963.95 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

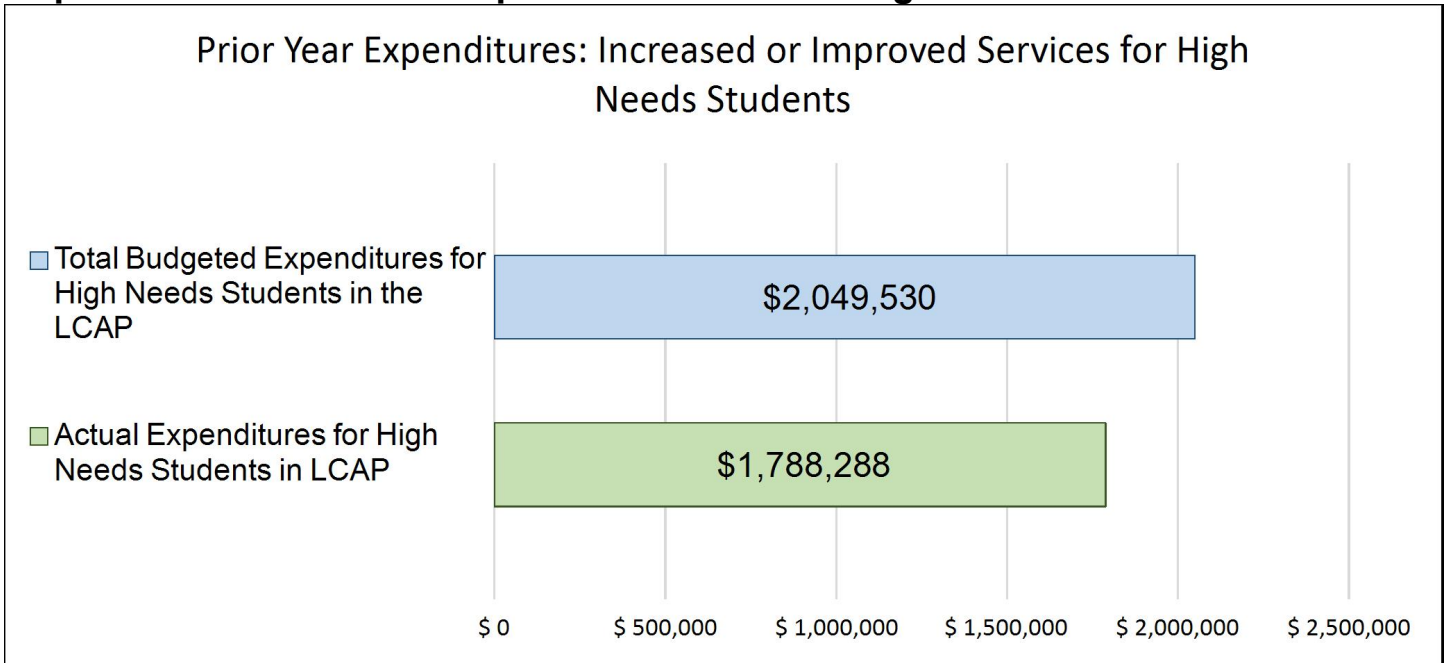
In 2024-25, Magnolia Science Academy - Santa Ana is projecting it will receive \$1,953,088 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy - Santa Ana must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy - Santa Ana plans to spend \$1,929,795.55 towards meeting this requirement, as described in the LCAP.

Magnolia Science Academy Santa Ana will meet the requirement of providing all of the planned actions and services for high needs students using LCFF supplemental and concentration grants for 2024-25. The difference between the projected LCFF supplemental and concentration revenue and budgeted amount for actions and services will be paid with other applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G

Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Magnolia Science Academy - Santa Ana budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy - Santa Ana estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy - Santa Ana's LCAP budgeted \$2,049,529.88 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Santa Ana actually spent \$1,788,287.97 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-261,241.90,999,999,992 had the following impact on Magnolia Science Academy - Santa Ana's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy Santa Ana used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskinturk & Maria Czerner-Rowell Site Director/Secondary Principal & Elementary Principal	skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115

# Goals and Actions

## Goal

Goal #	Description
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	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”	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)					
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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1  
Budgeted: \$38,425

Actual: \$38,425

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2

Budgeted: \$1,175,619

Actual: \$1,175,619

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3

Budgeted: \$659,546

Actual: \$659,546

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4

Budgeted: \$44,445

Actual: \$44,445

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5

Budgeted: \$1,890,663

Actual: \$1,890,663

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The CCSS aligned curriculum and the online resources have helped teachers prepare standard based lessons and target intervention based on the needs of students. Saturday school structure has been changed to meet the needs of the students who need the one-on-one support. The program helped students pass their classes and improve their scores on MAP and IAB tests. Dual-enrollment opportunities are not limited to courses students can take at college campuses. The participation rate for the on-campus college course is above the expected number. We will continue to offer two dual enrollment classes next year here on our campus.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
2	EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local 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 5/20/24) 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	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/20/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 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 5/24/24) 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) 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	This metric has been retired. We are exploring the "Average Grade Level	2023-24: 130

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	Equivalent Growth from fall 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)	<p>2018-19:</p> <ul style="list-style-type: none"> <li>All Students: 34.23%</li> <li>English Learners: 9.28%</li> <li>Socioeconomically Disadvantaged: 32.47%</li> <li>Students with Disabilities: 12.07%</li> <li>Homeless: 32.43%</li> <li>Hispanic: 31.18%</li> <li>White: 73.33%</li> </ul>	<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>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 36.65%</li> <li>English Learners: 7.69%</li> <li>Socioeconomically Disadvantaged: 33.77%</li> <li>Students with Disabilities: 12.77%</li> <li>Hispanic: 33.6%</li> <li>White: 81.82%</li> </ul> <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</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 43.68%</li> <li>English Learners: 4.84%</li> <li>Socioeconomically Disadvantaged: 39.66%</li> <li>Students with Disabilities: 24.45%</li> <li>Asian: *</li> <li>Hispanic: 41.42%</li> <li>White: 57.9%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 47.00%</li> </ul>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 38.00%</li> <li>English Learners: 12.00%</li> <li>Socioeconomically Disadvantaged: 38.00%</li> <li>Students with Disabilities: 16.00%</li> <li>Homeless: 38.0%</li> <li>Hispanic: 37.00%</li> <li>White: 74.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>All Students: 38.26%</li> <li>English Learners: 9.26%</li> <li>Students with Disabilities: 27.78%</li> <li>Hispanic: 34.88%</li> <li>White: 72.73%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>All Students: 53.97%</li> </ul>	<p>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"> <li>All Students: 37.13%</li> <li>English Learners: 10.20%</li> <li>Students with Disabilities: 23.64%</li> <li>Hispanic: 33.21%</li> <li>White: 61.90%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 54.84%</li> </ul>		
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"> <li>All Students: 34.5 points below standard</li> <li>English Learners:</li> </ul>	<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>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 30.7 points below standard</li> <li>English Learners:</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 14.6 points below standard</li> <li>English Learners:</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 28.0 points below standard</li> <li>English Learners:</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>68.0 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 40.2 points below standard</li> <li>Students with Disabilities: 80.2 points below standard</li> <li>Homeless: 28.8 points below standard</li> <li>Hispanic: 42.8 points below standard</li> <li>White: 83.9 points above standard</li> </ul>	<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"> <li>All Students: 46.0%</li> <li>English Learners: 43.1%</li> <li>Students with Disabilities: 45.3%</li> <li>Hispanic: 45.3%</li> <li>White: 50.0%</li> </ul>	<p>76.3 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 37.8 points below standard</li> <li>Students with Disabilities: 96.1 points below standard</li> <li>Homeless: 72.5 points below standard</li> <li>Hispanic: 39.9 points below standard</li> <li>White: 88.2 points above standard</li> </ul>	<p>56.2 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 23.4 points below standard</li> <li>Students with Disabilities: 75.7 points below standard</li> <li>Asian: *</li> <li>Hispanic: 21.2 points below standard</li> <li>White: 71.9 points above standard</li> </ul>	<p>60.0 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 33.0 points below standard</li> <li>Students with Disabilities: 72.0 points below standard</li> <li>Homeless: 22.0 points below standard</li> <li>Hispanic: 36.0 points below standard</li> <li>White: 80.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 42.7%</li> <li>English Learners: 40.3%</li> </ul>	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 46.0%</li> </ul>	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 58.3%</li> </ul>	<p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 57.4%</li> </ul>	<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 60.0%</li> <li>English Learners: 54.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 43.3%</li> <li>Students with Disabilities: 36.5%</li> <li>Hispanic: 42.6%</li> <li>White: 31.3%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 43.1%</li> <li>Socioeconomically Disadvantaged: 46.4%</li> <li>Students with Disabilities: 45.3%</li> <li>Hispanic: 45.3%</li> <li>White: 50.0%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 62.2%</li> <li>Socioeconomically Disadvantaged: 57.4%</li> <li>Students with Disabilities: 55.2%</li> <li>Hispanic: 58.2%</li> <li>White: 60.5%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 63.2%</li> <li>Socioeconomically Disadvantaged: 56.6%</li> <li>Students with Disabilities: 52.9%</li> <li>Hispanic: 56.3%</li> <li>White: 62.8%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 60.0%</li> <li>Students with Disabilities: 58.0%</li> <li>Hispanic: 60.0%</li> <li>White: 44.0%</li> </ul>
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"> <li>All Students: 28.61%</li> <li>English Learners: 10.0%</li> <li>Socioeconomically Disadvantaged: 26.36%</li> <li>Students with Disabilities: 12.06%</li> <li>Homeless: 27.03%</li> <li>Hispanic: 25.29%</li> <li>White: 73.33%</li> </ul>	<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:</p> <ul style="list-style-type: none"> <li>All Students: 28.67%</li> <li>English Learners: 5.21%</li> <li>Socioeconomically Disadvantaged: 25.85%</li> <li>Students with Disabilities: 12.50%</li> <li>Homeless: 0.00%</li> <li>Hispanic: 25.67%</li> <li>White: 72.72%</li> </ul> <p>We have used the Measures of</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 34.77%</li> <li>English Learners: 7.94%</li> <li>Socioeconomically Disadvantaged: 30.77%</li> <li>Students with Disabilities: 19.56%</li> <li>Asian: *</li> <li>Hispanic: 31.12%</li> <li>White: 52.64%</li> </ul> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 32.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 32.00%</li> <li>Students with Disabilities: 16.00%</li> <li>Homeless: 32.0%</li> <li>Hispanic: 32.00%</li> <li>White: 75.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> <li>• All Students: 25.87%</li> <li>• English Learners: 5.41%</li> <li>• Students with Disabilities: 12.96%</li> <li>• Hispanic: 22.65%</li> <li>• White: 54.55%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>• All Students: 43.61%</li> </ul>	<p>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"> <li>• All Students: 31.17%</li> <li>• English Learners: 9.09%</li> <li>• Students with Disabilities: 14.81%</li> <li>• Hispanic: 26.02%</li> <li>• White: 61.90%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>• All Students: 61.92%</li> </ul>	<ul style="list-style-type: none"> <li>• All Students: 54.94%</li> </ul>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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"> <li>All Students: 50.8 points below standard</li> <li>English Learners: 79.4 points below standard</li> <li>Socioeconomically Disadvantaged: 56.4 points below standard</li> <li>Students with Disabilities: 93.6 points below standard</li> <li>Homeless: 54.7 points below standard</li> <li>Hispanic: 60.3 points below standard</li> <li>White: 73.0 points above standard</li> </ul>	<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"> <li>All Students: 61.5%</li> <li>English Learners: 54.3%</li> <li>Students with Disabilities: 46.9%</li> <li>Hispanic: 61.4%</li> </ul>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 59.1 points below standard</li> <li>English Learners: 93 points below standard</li> <li>Socioeconomically Disadvantaged: 66.0 points below standard</li> <li>Students with Disabilities: 119.2 points below standard</li> <li>Homeless: 113.2 points below standard</li> <li>Hispanic: 66.8 points below standard</li> <li>White: 58.5 points above standard</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 39.9 points below standard</li> <li>English Learners: 74.7 points below standard</li> <li>Socioeconomically Disadvantaged: 48.9 points below standard</li> <li>Students with Disabilities: 88.3 points below standard</li> <li>Asian: *</li> <li>Hispanic: 50.0 points below standard</li> <li>White: 45.4 points above standard</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 42.0 points below standard</li> <li>English Learners: 73.0 points below standard</li> <li>Socioeconomically Disadvantaged: 50.0 points below standard</li> <li>Students with Disabilities: 85.0 points below standard</li> <li>Homeless: 46.0 points below standard</li> <li>Hispanic: 52.0 points below standard</li> <li>White: 50.0 points above standard</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>White: 58.3%</li> </ul>			
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"> <li>All Students: 40.5%</li> <li>English Learners: 35.9%</li> <li>Socioeconomically Disadvantaged: 40.0%</li> <li>Students with Disabilities: 32.9%</li> <li>Hispanic: 39.7%</li> <li>White: 44.4%</li> </ul>	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 61.5%</li> <li>English Learners: 54.3%</li> <li>Socioeconomically Disadvantaged: 62.0%</li> <li>Students with Disabilities: 46.9%</li> <li>Hispanic: 61.4%</li> <li>White: 58.3%</li> </ul>	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 66.3%</li> <li>English Learners: 61.3%</li> <li>Socioeconomically Disadvantaged: 65.8%</li> <li>Students with Disabilities: 53.1%</li> <li>Hispanic: 64.8%</li> <li>White: 68.4%</li> </ul>	Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 61.7%</li> <li>English Learners: 47.8%</li> <li>Socioeconomically Disadvantaged: 60.6%</li> <li>Students with Disabilities: 52.2%</li> <li>Hispanic: 60.1%</li> <li>White: 72.1%</li> </ul>	2023-24: <ul style="list-style-type: none"> <li>All Students: 50.0%</li> <li>English Learners: 44.0%</li> <li>Socioeconomically Disadvantaged: 50.0%</li> <li>Students with Disabilities: 51.0%</li> <li>Hispanic: 50.0%</li> <li>White: 55.0%</li> </ul>
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"> <li>Level 4: 14%</li> </ul>	2021-22: (2022 Dashboard) 48.2%	2022-23: (2023 Dashboard) 73.3%	2022-23: (2023 Dashboard) 45.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>• Level 3: 34%</li> <li>• Level 2: 37%</li> <li>• Level 1: 15%</li> </ul>			
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 6.1%	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: 14%	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: 13.02%	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: 23.13%	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"> <li>• All Students: 16.47%</li> <li>• English Learners: 1.92%</li> <li>• Socioeconomically Disadvantaged: 16.54%</li> <li>• Students with Disabilities: 0.00%</li> <li>• Homeless: 17.65%</li> <li>• Hispanic: 14.58%</li> </ul>	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> <li>• All Students: 22.66%</li> <li>• English Learners: 0.00%</li> <li>• Socioeconomically Disadvantaged: 19.80%</li> <li>• Students with Disabilities: 8.33%</li> <li>• Hispanic: 22.03%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>• All Students: 29.63%</li> <li>• English Learners: 4.17%</li> <li>• Socioeconomically Disadvantaged: 28.42%</li> <li>• Students with Disabilities: 12.5%</li> <li>• Hispanic: 26.59%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>• All Students: 20.00%</li> <li>• English Learners: 10.00%</li> <li>• Socioeconomically Disadvantaged: 20.00%</li> <li>• Students with Disabilities: 10.00%</li> <li>• Homeless: 20.0%</li> <li>• Hispanic: 20.00%</li> <li>• White: 32.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>White: 30.76%</li> </ul>				

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to 2023-24 Local Control Accountability Plan for Magnolia Science Academy - Santa Ana Page 40 of 105 all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

### Goal 2 Action 1

Budgeted: \$2,907,325

Actual: \$2,917,796

Explanation: The projected expenses are around \$10k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 1 is not significant as it is less than 10% of the budgeted amount.

### Goal 2 Action 2

Budgeted: \$120,606

Actual: \$129,046

Explanation: The projected expenses are around \$9k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 2 is not significant as it is less than 10% of the budgeted amount.

### Goal 2 Action 3

Budgeted: \$669,622

Actual: \$669,622

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4

Budgeted: \$0

Actual: \$0

Explanation: N/A

Goal 2 Action 5

Budgeted: \$938,178

Actual: \$931,092

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We spent less on STEAM this year due to the fact we had overspent the previous year. To ensure that our actual met our budgeted we increased it.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 77.8%	2021 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 assessments (Source: CDE DataQuest)	2018-19: 50.0%	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	2021-22: 61.76%  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-	2022-23: 61.11%  IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> <li>Grade 11 Students: 67.69%</li> </ul>	2022-23: 53.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 54.84%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 64.47%</li> </ul>	<p>ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 61.11%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 51.96%</li> </ul>		
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</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</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"> <li>Grade 11 Students: 57.14%</li> </ul>	2022-23: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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"> <li>Grade 11 Students: 30.30%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 33.10%</li> </ul>	<p>CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 44.44%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>Grade 11 Students: 70.86%</li> </ul>		
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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 57.1%	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: (As of 5/12/23) 24.1%	2022-23 (CDE DataQuest): 20.7%	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) 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%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 65.7%	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%	2023-24: (As of 5/20/24) 94.0%	2023-24: 80.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 60.0%	2021-22: (As of 5/13/22) 66%	2022-23: (As of 5/12/23) 79%	2023-24: (As of 5/20/24) 83.0%	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 5/20/24) 10%	2023-24: 10%
Percentage of students in the current graduating class who have taken a	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 5/20/24) 97%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 90%	2021-22: (As of 5/13/22) 91%	2022-23: (As of 5/12/23) 99%	2023-24: (As of 5/20/24) 94%	2023-24: 90%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This year our planned MAP, IAB, College Readiness, Courses and Assessments, AP courses, initial and summative ELPAC, as well as SBAC tests were all given in a timely manner. Our data tracking was housed Magnolia-wide, and shared with other school sites and Home Office to ensure that our students were tracked as well as given data conferences, and shared growth targets so that we can support all our learners. Data was shared on a bi-monthly basis with gen ed and/or departments. Discussions were held monthly in Dean of Academic and Principal meetings to showcase our student growth rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1  
Budgeted: \$114,352

Actual: \$114,352

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2

Budgeted: \$636

Actual: \$636

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3

Budgeted: \$284,626

Actual: \$284,626

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4

Budgeted: \$384,847

Actual: \$381,454

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5

Budgeted: \$665,857

Actual: \$738,586

Explanation: The projected expenses are around \$73k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 5 is not significant compared to the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

MSASA ensured that we stayed near to closely around the planned monies, for example, we chose to go with a third party for the after school ASES program. We gave them a sum of money and did not have any extra unforeseen expenditures. We are under budget in this action by approximately \$90,000. ELOP and Prop 28 Arts and Music grant are being rolled over to next school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	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 5/20/24) 4	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 5/20/24) 7	2023-24: 8
Number of activities/events for parent involvement per year (Source:	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 5/20/24) 50	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 6/14/24) 4	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 8.7%	2021-22: (As of 5/13/22) 19.8%	2022-23: (As of 5/12/23) 27.6%	2023-24: (As of 5/20/24) 28.9%	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-2 ADA) 94.21%	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 5/31/24) 14.9%	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 6/3/24) 7.1%	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:	2022-23: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			3.4%	2023-24: (As of 6/3/24) 0.00%	
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: (As of 5/12/23) 1.3%	2022-23: (2023 Dashboard) 2.6%  2023-24: (As of 5/31/24) 3.4%	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 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 5/31/24) 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%	2023-24: Students: 95.6% Families: 81.4% Staff: 100.0%	2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	2023-24: Students: 70.0% Families: 95.0% Staff: 88.0%	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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1  
Budgeted: \$0  
Actual: \$0  
Explanation: N/A

Goal 4 Action 2  
Budgeted: \$321,343  
Actual: \$321,343

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3



Budgeted: \$464,510

Actual: \$468,510

Explanation: The projected expenses are around \$4k more than the budgeted amount. However, the discrepancy for this action Goal 4 Action 3 is not significant as it is less than 10% of the budgeted amount.

Goal 4 Action 4

Budgeted: \$2,650

Actual: \$2,650

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5

Budgeted: \$440,871

Actual: \$437,179

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The expulsion rate has continued to increase though we still maintain using alternatives to suspensions as much as possible. Additionally our ADA has maintained at 95%. Lastly, our graduation rate continues to be 100% for our freshmen cohort. MSASA has no significant increased expenditures. For example, this goal pertained to educational partners, seeking family input, PBIS and SEL support, annual stakeholder surveys, and community partnerships.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskindurk & Maria Czerner-Rowell Site Director/Secondary Principal & Elementary Principal	skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)  
 The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS’ vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS’ educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational, and financial stability.

Magnolia Science Academy Santa Ana (MSA-SA)  
 Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday Academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, and improves students’ knowledge and skills in core subjects, thereby increasing their 21st century skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In the 2023-24 academic year, Magnolia Science Academy-Santa Ana continued its seventh school year in our new campus at 2840 West 1st Street, Santa Ana. The new facility was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction is completed and includes a gym, playgrounds and an outside cafeteria to serve several functions. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms with state of the art technology.

In March 2019, The State Board of Education(SBE) renewed Magnolia Science Academy-Santa Ana for 5 years.

Magnolia Science Academy Santa Ana

Address: 2840 W 1st. Santa Ana, CA, 92307

Phone: 714-479-0115

Email: [skeskinturk@magnoliapublicschools.org](mailto:skeskinturk@magnoliapublicschools.org)

#### Our Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

#### Our Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

#### INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

#### CONNECTION

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

#### EXCELLENCE

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.



# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

## SUCSESSES

According to the Fall 2023 California accountability dashboard data some successes include our graduation rate has gone up to 100% graduation rate, our MAP scores and SBAC scores, along with the CAST scores, have continued to increase - this is a testament to our teachers and their hard work and dedication to their students. Our SBAC scores in ELA have increased over 3 points to 46.91% met and exceeded. In math, we have increased by 5 5 points to 39.78% met and exceeded. Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tier I interventions are effective and create a positive, safe and enriching school environment. We attribute our high graduation rate to high parental involvement through Parent College, our Parent Advisory Committee (PAC), Parent Task Force, English Learner Advisory Committee (ELAC) and after-school workshops. During the Parent College events, parents and students receive education pertaining to the A-G requirements, which are aligned to our graduation requirements and for 4-year colleges. All students have a four-year plan and meet once a year with our college counselor. MSA-SA continues to have a high acceptance rate to four-year universities. Our seniors gain admission to a variety of colleges across the nation (e.g. UC Berkeley, UCLA, UCI, USC, CSUF, etc.). This year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students.

We continued to use internal data to measure growth throughout the year (NWEA MAPs and SBAC IABs). The effectiveness of intervention programs during school and after school has increased this year. Our Deans of Academics work diligently to update and analyze student performance with MAP, IAB, and SBAC prep. Staff utilizes our student data/ growth to drive the instruction as well as formulate intervention grouping. Lastly, reviewing our staff, parent, and student surveys through Panorama allows for an open dialogue among all educational partners so that our action plans continue to allow us to reach our greatest potential and foster a community of lifelong learners.

At MSASA, some of our successes for the 2023-24 school year include:

- Teachers used IAB data and MAP data to inform their instruction
- Increased College related events and communications
- Provided high number of AP courses (9)
- Continued Dual Enrollment Program with Santa Ana College
- Continued to hold data driven meetings with teachers
- Improving student engagement and assignment completion by implementing PBIS.
- College Counselor conducted Individual meetings to increase college readiness.
- Increase efficiency of small group interventions with stronger before and after school programs and Saturday School

Every year we conduct a Educational Partner Survey - here is a summary of what our stakeholders "like the most about our school"

Students: Students in Elementary like their teachers and all the STEAM-related activities that take place in their school. Students in Secondary also like their teachers and their college culture services. The students enjoy their AP. courses and they like the small class sizes, and the friends that they've made!

Family: Similar to our students, our families like the teachers and the college readiness program that we offer to students. The parents also like the “family feel” environment and the student information system that facilitates communication. Additionally, the parents like having a K-12 school model in order to drop off all of their school-aged students in one location.

Staff: The staff enjoys working with each other and the family feel. Staff feels that their colleagues are professional, supportive; collaborative and that everyone genuinely wants to improve the school.

## CHALLENGES

According to the Dashboard data, a major difference is that our suspension rate has increased and socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our focus area, specifically for third through eighth-grade students. Intervention groups were formed at the beginning of the year using the SBAC Spring 2022 results and our internal MAP data. Our students took our internal MAP assessment (NWEA) in the fall. Our Spring MAP assessment was administered at the end of May to measure growth.

Such targeted intervention groups include intervention for our SPED students (Tier III), our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our Designated and Integrated ELD courses which are additional supports for the English Learner student population. Our elementary intervention grouping is based on the Spring SBAC and Fall MAP scores (this year we introduced standardized assessments as early as first grade). We grouped our ELA and Math interventions in the afternoon. After school, focusing on our Tier II students, students at the CAASPP standards nearly met and not met, and our Tier III students who are struggling in English Language Arts and Mathematics. These interventions are revisited quarterly, and changes are made depending on student progress. Students are identified for the SSPT process based on intervention and classroom assessment, and progress.

Our students are coming from different curriculum backgrounds. Our goal is to close this performance gap to ensure they're ready and successful for the next grade level.

We continue to provide social-emotional support for our students. This year we partnered with the OCDE, and secured SEL curriculum for TK-12th grade. Our MTSS grant still allows us to partner with Western Youth Services so that our families can have access to free/affordable counseling and Help Me Grow for elementary students. We have also partnered with Care Solace this year to give students and families access to mental health services.

We conducted our annual panorama surveys and reflected on our educational partners' greatest areas of need and this is how they answered for "what do you like least about your school?"

Students: The Elementary student want a more traditional play-setting and swings. The Secondary students strongly dislike the crowded hallways, and the restrictions to bathroom usage.

Families: Our parents have concerns about our limited parking space.

Staff: Our staff indicated that student uniform policy and discipline procedures/consequences haven't been enforced as much as needed.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	We invited our parents for the WASC renewal process, in which they engaged in numerous, robust conversations regarding the LCAP. We also, on a quarterly basis, discussed our ELAC and school site related items that also relate to the LCAP. Every Friday during our Coffee with the Principals our parents continue to collaborate in rich conversations around out LCAP.
Students	We invited our students for the WASC renewal process, in which they engaged in numerous, robust conversations regarding the LCAP along with the parents and teachers. Our students are also part of the Community Advisory Committee, and they were also part of the LCAP goal conversations - the students know that every goal we have impacts their success.
Teachers	Teachers are involved in all aspects of our LCAP since we meet on a weekly basis during our staff meetings. On a monthly basis, our teachers meet in grade level and department meetings, where they deep dive into the LCAP goals. The teachers are also part of the WASC committee and were very involved in that whole process,
School administrators	The school site administration team collaborates on a daily basis to ensure that all decisions are based on and aligned with our LCAP goals.
Other school personnel	We invite and ensure all educational partners, including our front office staff, custodial staff, and support, also have voice during our WASC committees as well as the CAC committee. They are also involved in our weekly staff meetings.

Educational Partner(s)	Process for Engagement
SELPA	We ensure that our SPED team has a voice and collaborates on our LCAP goals. We also inform our El Dorado SELPA with our decision making, as we are inclusive to all.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Annually, our LCAP is directly influenced by the feedback of our educational partners. This is done through our weekly Coffee With the Principal, in addition to our WASC, CAC, ELAC, and any town hall meetings that may arise based upon the direct feedback by all educational partners. At the end of every year, our educational partners participate in our Panorama survey, and it is the results of this survey that will directly drive and influence change, next steps, and directly impact our LCAP.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 90.6%			2024-25: > 85%	
1.2	Percentage of students without access to their	2023-24: 0%			2026-27: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2026-27: 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%			2026-27: (Fall 2025 to Fall 2026) >= 80%	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.0%			2026-27: >= 95.0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$38,425.00	No
1.2	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.	\$888,374.78	No



Action #	Title	Description	Total Funds	Contributing
		<p>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"> <li>• Non personnel Federal Resource 4035 Title II 5940 Technology \$963.54</li> </ul>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management</p>	\$596,530.40	No

Action #	Title	Description	Total Funds	Contributing
		<p>procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$52,677.03	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic</p>	\$1,277,548.35	No

Action #	Title	Description	Total Funds	Contributing
		<p>achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Professional Services paid with Title I: \$21,140</li> </ul>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Portrait of a Graduate,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%			2026-27: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 70%			2026-27: >= 85%	
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 86%			2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 43.68%</li> <li>English Learners: 4.84%</li> <li>Socioeconomically Disadvantaged : 39.66%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 46.00%</li> <li>English Learners: &gt;= 5.00%</li> <li>Socioeconomically</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: 24.45%</li> <li>• Asian: *</li> <li>• Hispanic: 41.42%</li> <li>• White: 57.9%</li> </ul>			<ul style="list-style-type: none"> <li>• Disadvantaged: &gt;= 42.00%</li> <li>• Students with Disabilities: &gt;= 25.00%</li> <li>• Hispanic: &gt;= 44.00%</li> <li>• White: &gt;= 55.00%</li> </ul>	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 14.6 points below standard</li> <li>• English Learners: 56.2 points below standard</li> <li>• Socioeconomically Disadvantaged: 23.4 points below standard</li> <li>• Students with Disabilities: 75.7 points below standard</li> <li>• Asian: *</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 5.0 points below standard</li> <li>• English Learners: 47.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 14.0 points below standard</li> <li>• Students with</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic: 21.2 points below standard</li> <li>White: 71.9 points above standard</li> </ul>			Disabilities: 66.0 points below standard <ul style="list-style-type: none"> <li>Hispanic: 12.0 points below standard</li> <li>White: 72.0 points above standard</li> </ul>	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 57.4%</li> <li>English Learners: 63.2%</li> <li>Socioeconomically Disadvantaged: 56.6%</li> <li>Students with Disabilities: 52.9%</li> <li>Hispanic: 56.3%</li> <li>White: 62.8%</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: &gt;= 50%</li> <li>English Learners: &gt;= 50%</li> <li>Socioeconomically Disadvantaged: &gt;= 50%</li> <li>Students with Disabilities: &gt;= 50%</li> <li>Hispanic: &gt;= 50%</li> <li>White: &gt;= 50%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 0.89 (CGP: 81st percentile)</li> <li>English Learners: CGI: 1.84 (CGP: 97th percentile)</li> <li>Socioeconomically Disadvantaged : CGI: 0.92 (CGP: 82nd percentile)</li> <li>Students with Disabilities: CGI: 0.44 (CGP: 67th percentile)</li> <li>Hispanic: CGI: 0.78 (CGP: 78th percentile)</li> <li>White: CGI: 1.91 (CGP: 97th percentile)</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>English Learners: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>Socioeconomically Disadvantaged: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>Students with Disabilities: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile )</li> <li>Hispanic: CGI <math>\geq</math> 0 (CGP <math>\geq</math></li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					50th percentile ) • White: CGI >= 0 (CGP >= 50th percentile )	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>• All Students: 34.77%</li> <li>• English Learners: 7.94%</li> <li>• Socioeconomically Disadvantaged : 30.77%</li> <li>• Students with Disabilities: 19.56%</li> <li>• Asian: *</li> <li>• Hispanic: 31.12%</li> <li>• White: 52.64%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>• All Students: &gt;= 37.00%</li> <li>• English Learners: &gt;= 10.00%</li> <li>• Socioeconomically Disadvantaged: &gt;= 34.00%</li> <li>• Students with Disabilities: &gt;= 20.00%</li> <li>• Hispanic: &gt;= 35.00%</li> <li>• White: &gt;= 50.00%</li> </ul>	
2.9	Distance from Standard (DFS) on the CAASPP-	2022-23: (2023 Dashboard)			2025-26: (2026 Dashboard)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<ul style="list-style-type: none"> <li>• All Students: 39.9 points below standard</li> <li>• English Learners: 74.7 points below standard</li> <li>• Socioeconomically Disadvantaged : 48.9 points below standard</li> <li>• Students with Disabilities: 88.3 points below standard</li> <li>• Asian: *</li> <li>• Hispanic: 50.0 points below standard</li> <li>• White: 45.4 points above standard</li> </ul>			<ul style="list-style-type: none"> <li>• All Students: 30.0 points below standard</li> <li>• English Learners: 65.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 39.0 points below standard</li> <li>• Students with Disabilities: 79.0 points below standard</li> <li>• Hispanic: 36.0 points below standard</li> <li>• White: 46.0 points above standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 61.7%</li> <li>English Learners: 47.8%</li> <li>Socioeconomically Disadvantaged : 60.6%</li> <li>Students with Disabilities: 52.2%</li> <li>Hispanic: 60.1%</li> <li>White: 72.1%</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: <math>\geq 50\%</math></li> <li>English Learners: <math>\geq 50\%</math></li> <li>Socioeconomically Disadvantaged: <math>\geq 50\%</math></li> <li>Students with Disabilities: <math>\geq 50\%</math></li> <li>Hispanic: <math>\geq 50\%</math></li> <li>White: <math>\geq 50\%</math></li> </ul>	
2.11	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 0.93 (CGP: 82nd percentile)</li> <li>English Learners: CGI: 0.37 (CGP: 64th percentile)</li> <li>Socioeconomically Disadvantaged</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> <li>English Learners: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th)</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>: CGI: 0.93 (CGP: 82nd percentile)</li> <li>• Students with Disabilities: CGI: 0.19 (CGP: 58th percentile)</li> <li>• Hispanic: CGI: 0.77 (CGP: 78th percentile)</li> <li>• White: CGI: 1.84 (CGP: 97th percentile)</li> </ul>			<ul style="list-style-type: none"> <li>percentile )</li> <li>• Socioeconomically Disadvantaged: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile )</li> <li>• Students with Disabilities: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile )</li> <li>• Hispanic: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile )</li> <li>• White: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile )</li> </ul>	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance	2022-23: (2023 Dashboard) 73.3%			2025-26: (2026 Dashboard) $\geq 50.0\%$	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)					
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 22.6%			2025-26: (CDE DataQuest) >= 10.0%	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 29.63%</li> <li>English Learners: 4.17%</li> <li>Socioeconomically Disadvantaged : 28.42%</li> <li>Students with Disabilities: 12.5%</li> <li>Hispanic: 26.59%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 31.00%</li> <li>English Learners: &gt;= 5.00%</li> <li>Socioeconomically Disadvantaged: &gt;= 30.00%</li> <li>Students with Disabilities: &gt;= 15.00%</li> <li>Hispanic: &gt;= 29.00%</li> <li>White: *</li> </ul>	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
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 standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	\$2,845,887.83	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Non Personnel Federal 4035 Title II 5864 Prof. Dev-Other \$27,295</li> </ul>	\$93,801.06	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, 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:</p> <ul style="list-style-type: none"> <li>• Non personnel 4127 Title IV, Part A 4340 Educational Software \$3,353.84</li> <li>• Non personnel 3010 Title I 4340 Educational Software \$53,718.37</li> <li>• Personnel 3010 Title I: Teacher Salaries and Benefits: \$143,757.78</li> </ul>	\$665,499.37	Yes
2.4	Designated and integrated ELD	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA	\$0.00	Yes



Action #	Title	Description	Total Funds	Contributing
	programs and support for ELs	<p>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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2.5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each</p>	\$999,743.50	No

Action #	Title	Description	Total Funds	Contributing
		<p>scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

It is the Charter School’s vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 10%			2026-27: >= 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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)	2023-24: (As of 5/20/24) 97%			2026-27: >= 90%	
3.3	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)	2023-24: (As of 5/20/24) 94%			2026-27: >= 80%	
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.4%			2025-26: (2026 Dashboard) >= 55.0%	
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 61.11%			2025-26: >= 55.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 33.33%			2025-26: ≥ 35.00%	
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 56.0%			2025-26: ≥ 55.0%	
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 27.6%			2025-26: ≥ 55.0%	
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 27.6%			2025-26: (2026 Dashboard) ≥ 35.0%	
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (CDE DataQuest): 100.0%			2025-26: (2026 Dashboard) ≥ 90.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)					
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2025-26: (2026 Dashboard) >= 10.0%	
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2025-26: (2026 Dashboard) >= 10.0%	
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 20.7%			2025-26: (CDE DataQuest) >= 20.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)					
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 34.5%			2025-26: (CDE DataQuest) ≥ 30.0%	
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 65.7%			2026-27: ≥ 50.0%	
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 94%			2026-27: ≥ 90%	
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 83%			2026-27: ≥ 60%	
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 75.0%			Class of 2024: ≥ 60%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$118,000.69	Yes



Action #	Title	Description	Total Funds	Contributing
3.2	STEM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and 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 STEM program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• 4340 Educational Software Resource: 4127 Title IV, Part A \$636</li> </ul>	\$636.00	Yes
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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</p>	\$292,985.58	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.</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"> <li>• 4340 Educational Software Resource: 4127 Title IV, Part A \$3,587.04</li> </ul>		
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health</p>	\$328,280.37	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Educational Software Resource: 4127 Title IV, Part A \$424</li> <li>• Certified Pupil Support Salary and Benefits: \$9,693.51</li> </ul>		
3.5	Additional programs and activities that support well-rounded education	<p>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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.</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>	\$1,016,305.68	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7			2026-27: >= 8	
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 4			2026-27: >= 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 50			2026-27: ≥ 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 28.9%			2026-27: ≥ 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 94.21%			2026-27: (P-2 ADA) ≥ 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.8%			2025-26: (2026 Dashboard) ≤ 20.0%	
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 7.1%			2026-27: ≤ 2.0%	
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) ≤ 2.0%	
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 97.2%			2025-26: (2026 Dashboard) ≥ 95.0%	
4.10	Student Suspension Rate (Source: CA	2022-23: (2023 Dashboard) 2.6%			2025-26: (2026 Dashboard) ≤ 2.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Dashboard, CALPADS)					
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) ≤ 0.50%	
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 95.6% Families: 81.4% Staff: 100.0%			2026-27: Students: ≥ 95.0% Families: ≥ 75.0% Staff: ≥ 95.0%	
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 70.0% Families: 95.0% Staff: 88.0%			2026-27: Students: ≥ 65% Families: ≥ 95% Staff: ≥ 80%	
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,	2023-24: Students: 82% Families: 96% Staff: 96%			2026-27: Students: ≥ 75% Families: ≥ 95% Staff: ≥ 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 89.44%			2026-27: (Spring 2026 to Fall 2026) >= 85%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	<p>Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family 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>	\$275.00	Yes
4.2	Building relationships and partnerships with families for student outcomes	<p>Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators</p>	\$335,430.28	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. 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 also support families to understand and exercise their legal rights and advocate for their own students and all students. 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> <ul style="list-style-type: none"> <li>• 5800 Professional Services Resource: Title 1: \$26,500</li> <li>• 3500 Unemployment Insurance Resource: Title 1: \$30</li> <li>• 3300 OASDI/Medicare Resource: Title 1: \$87</li> <li>• 3100 STRS Resource: Title 1: \$1,146</li> <li>• 1100 Teacher Salaries: Resource Title 1: \$6,000</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</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 expenses, 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>	\$497,600.53	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• 4340 Educational Software: Resource: Title IV, Part A: \$6,169.2</li> <li>• 4310 Instructional Materials and Supplies Resource Title 1: \$13,250</li> <li>• 4345 Non Instructional Student Supplies Resource Title III - Imm. I: \$1,599.54</li> </ul>		
4.4	Annual educational partner surveys	<p>Charter School will annually administer school experience surveys to students, families, 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 about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Non-personnel - Professional Services paid with Title I: \$2,650</li> </ul>	\$2,650.00	Yes
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify</p>	\$538,312.50	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 Schools Coordinator 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>		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,953,088	\$139,345

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.096%	5.333%	\$256,905.03	31.429%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Healthy and nutritious meals</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There</p>	<p>MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is a need to provide all our students with healthy and nutritious meals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary</p>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	<p><b>Action:</b> Professional development for high-quality instruction</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.</p>	<p>standard on the CAASPP- ELA/Literacy assessments (Source: CDE DataQuest)</p> <ul style="list-style-type: none"> <li>• Distance from Standard (DFS) on the CAASPP- ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.3</b></p>	<p><b>Action:</b> MTSS - Academic enrichment, intervention, and student support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.</p>	<p>TeachBoost/SchoolMint Grow)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.4</b></p>	<p><b>Action:</b> Designated and integrated ELD programs and support for ELs</p> <p><b>Need:</b></p>	<p>Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD</p>	<p>Goal 2: For all students, but particularly for the EL and LTEL student groups:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated</p>	<ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li> </ul>

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		<p>ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.</p>	<p>(Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)</li> </ul>
<p><b>3.1</b></p>	<p><b>Action:</b> College/Career readiness programs and activities</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</li> <li>Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>Percentage of seniors who have passed an AP exam with a score of 3 or</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.</p>	<p>higher during their high school years (Source: College Board)</p> <ul style="list-style-type: none"> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college</li> </ul>

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			<p>(Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul>
<p><b>3.2</b></p>	<p><b>Action:</b> STEM and GATE programs</p> <p><b>Need:</b> Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)</li> <li>• 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)</li> <li>• Percentage of students who have created or demonstrated a STEAM focused</li> </ul>

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		<p>through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.</p>	<p>project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Digital literacy and citizenship programs</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.</p>	<p>With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>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)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.</p>	
<p><b>3.4</b></p>	<p><b>Action:</b> Physical education, activity, and fitness</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.</p> <p><b>Scope:</b></p>	<p>MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>School experience survey "overall</li> </ul>

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	LEA-wide	students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	<p><b>Action:</b> Additional programs and activities that support well-rounded education</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem</p>	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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the</li> </ul>



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	<p>solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</li> <li>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)</li> <li>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>• Percentage of cohort graduates</li> </ul>

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			<p>who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both</li> </ul>

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			<p>types of courses:            courses that satisfy the requirements for entrance to the UC/CSU and            courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks            (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li> </ul>

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			<p>climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
4.1	<b>Action:</b> Seeking family input for decision-making	Considering the needs of our unduplicated students and their families, Charter School will	Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.</p> <p><b>Scope:</b> LEA-wide</p>	<p>hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for</p>	<ul style="list-style-type: none"> <li>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.2</b></p>	<p><b>Action:</b> Building relationships and partnerships with families for student outcomes</p> <p><b>Need:</b> Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the</p>	<p>In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Number of activities/events for parent involvement per year (Source:</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student</p>	<p>Local Indicator Priority 3)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</li> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates"</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>4.3</b></p>	<p><b>Action:</b> MTSS - PBIS and SEL support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence,</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills 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</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)            (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators."            (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>4.4</b></p>	<p><b>Action:</b> Annual educational partner surveys</p> <p><b>Need:</b> It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education.</p>	<p>Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.5</b></p>	<p><b>Action:</b> Community outreach and partnerships</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>Percentage of students in the current year</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)</li> <li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li> <li>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)</li> <li>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li> <li>• Percentage of high school completers who have been</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>accepted to a 4-year college (Source: Naviance)</p> <ul style="list-style-type: none"> <li>• College-Going Rate (Source: CDE DataQuest)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)</li> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Dashboard, CALPADS)</p> <ul style="list-style-type: none"> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates" based on the</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators."            (Source: Local Indicator Priority 6, Panorama Education)</p>

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA Santa Ana will utilize the concentration grant add-on funds (\$139,345) in the following manner:

MSA Santa Ana is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$7,484,380	\$1,953,088	26.096%	5.333%	31.429%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,609,162.62	\$3,315,748.00	\$88,077.40	\$575,975.93	\$10,588,963.95	\$6,808,464.69	\$3,780,499.26

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	\$0.00	\$38,425.00	\$38,425.00				\$38,425.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	\$0.00	\$888,374.78	\$837,411.24	\$50,000.00		\$963.54	\$888,374.78	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	\$107,794.40	\$488,736.00	\$571,770.08	\$24,760.32			\$596,530.40	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$27,057.03	\$25,620.00	\$52,677.03				\$52,677.03	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	\$0.00	\$1,277,548.35	\$997,705.81	\$258,702.54		\$21,140.00	\$1,277,548.35	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	\$2,762,887.83	\$83,000.00	\$2,223,017.74	\$622,870.09			\$2,845,887.83	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$29,052.00	\$64,749.06	\$21,214.06	\$45,292.00		\$27,295.00	\$93,801.06	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$586,353.98	\$79,145.39	\$340,166.08	\$36,315.00		\$289,018.29	\$665,499.37	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$818,667.24	\$181,076.26	\$11,037.20	\$924,058.22		\$64,648.08	\$999,743.50	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$118,000.69	\$0.00		\$118,000.69			\$118,000.69	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$636.00				\$636.00	\$636.00	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$289,398.54	\$3,587.04	\$289,398.54			\$3,587.04	\$292,985.58	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$247,198.97	\$81,081.40	\$261,885.46		\$56,277.40	\$10,117.51	\$328,280.37	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$660,188.50	\$356,117.18	\$217,478.53	\$767,027.15	\$31,800.00		\$1,016,305.68	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$275.00	\$275.00				\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$283,127.76	\$52,302.52	\$280,938.92	\$20,728.36		\$33,763.00	\$335,430.28	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$433,829.25	\$63,771.28	\$401,539.37	\$75,042.42		\$21,018.74	\$497,600.53	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,650.00				\$2,650.00	\$2,650.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$444,908.50	\$93,404.00	\$64,222.56	\$372,951.21		\$101,138.73	\$538,312.50	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$7,484,380	\$1,953,088	26.096%	5.333%	31.429%	\$1,929,795.55	0.000%	25.784 %	<b>Total:</b>	\$1,929,795.55
								<b>LEA-wide Total:</b>	\$1,929,795.55
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$52,677.03	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,214.06	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$340,166.08	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	\$0.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$289,398.54	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$261,885.46	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$217,478.53	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$280,938.92	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$401,539.37	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,222.56	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$11,124,128.00	\$11,205,596.40

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$38,425	\$38,425.00
1	1.2	Instructional materials and technology	No	\$1,175,620	\$1,175,619.78
1	1.3	Clean and safe facilities that support learning	No	\$659,547	\$659,546.62
1	1.4	Healthy and nutritious meals	Yes	\$44,446	\$44,445.50
1	1.5	Well-orchestrated Home Office support services	No	\$1,890,663	\$1,890,663.20
2	2.1	Broad course of study and standards-based curriculum	No	\$2,907,326	\$2,917,796.67
2	2.2	Professional development for high-quality instruction	Yes	\$120,606	\$129,046.06
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$669,622	\$669,622.24
2	2.4	Designated and integrated ELD programs	Yes		
2	2.5	Support for students with disabilities	No	\$938,179	\$931,092.31
3	3.1	College/Career readiness programs and activities	Yes	\$114,352	\$114,352.25

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEAM and GATE programs	Yes	\$636	\$636.00
3	3.3	Digital literacy and citizenship programs	Yes	\$284,626	\$284,626.40
3	3.4	Physical education, activity, and fitness	Yes	\$384,847	\$381,454.71
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$665,857	\$738,586.81
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$321,344	\$321,343.56
4	4.3	MTSS - PBIS and SEL support	Yes	\$464,510	\$468,510.07
4	4.4	Annual educational partner surveys	Yes	\$2,650	\$2,650.00
4	4.5	Community outreach and partnerships	Yes	\$440,872	\$437,179.22

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,045,193	\$2,049,529.88	\$1,788,287.97	\$261,241.91	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$25,620.00	\$44,445.50		
2	2.2	Professional development for high-quality instruction	Yes	\$12,774.06	\$21,214.06		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$457,815.19	\$253,240.01		
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes		\$114,352.24		
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes	\$281,039.36	\$281,039.36		
3	3.4	Physical education, activity, and fitness	Yes	\$293,294.43	\$279,968.46		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$366,376.84	\$178,555.75		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$228,725.97	\$243,310.26		
4	4.3	MTSS - PBIS and SEL support	Yes	\$330,179.12	\$297,162.33		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual educational partner surveys	Yes	\$2,650.00			
4	4.5	Community outreach and partnerships	Yes	\$51,054.91	\$75,000		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,816,981	\$2,045,193	0.000%	42.458%	\$1,788,287.97	0.000%	37.125%	\$256,905.03	5.333%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.



# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.



Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

**Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**



- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**



- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy San Diego

CDS Code: 37-68338-0109157

School Year: 2024-25

LEA contact information:

Gokhan Serce

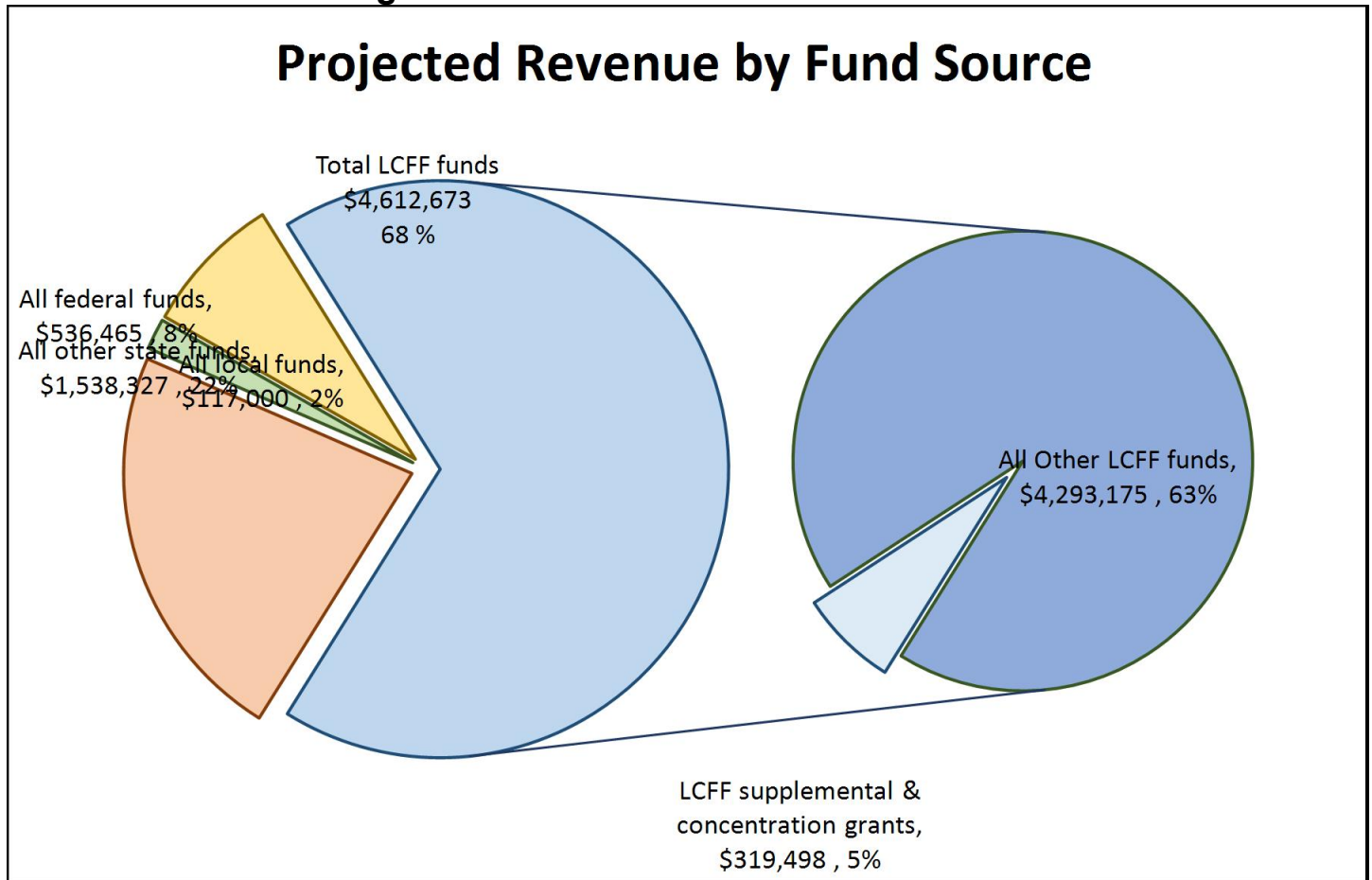
Regional Director and Principal

[gserce@magnoliapublicschools.org](mailto:gserce@magnoliapublicschools.org)

(619) 644-1300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

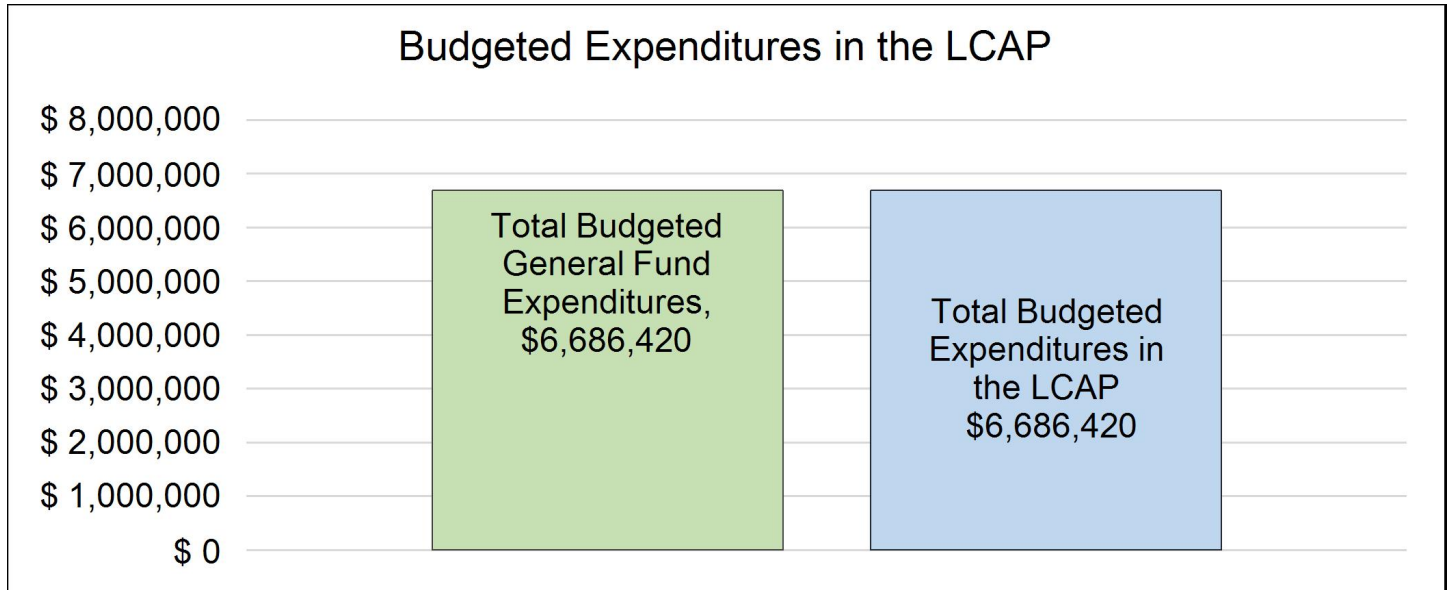


This chart shows the total general purpose revenue Magnolia Science Academy San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy San Diego is \$6,804,465, of which \$4,612,673 is Local Control Funding Formula (LCFF), \$1,538,327 is other state funds, \$117,000 is local funds, and \$536,465 is federal funds. Of the \$4,612,673 in LCFF Funds, \$319,498 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy San Diego plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy San Diego plans to spend \$6,686,420.45 for the 2024-25 school year. Of that amount, \$6,686,420.45 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

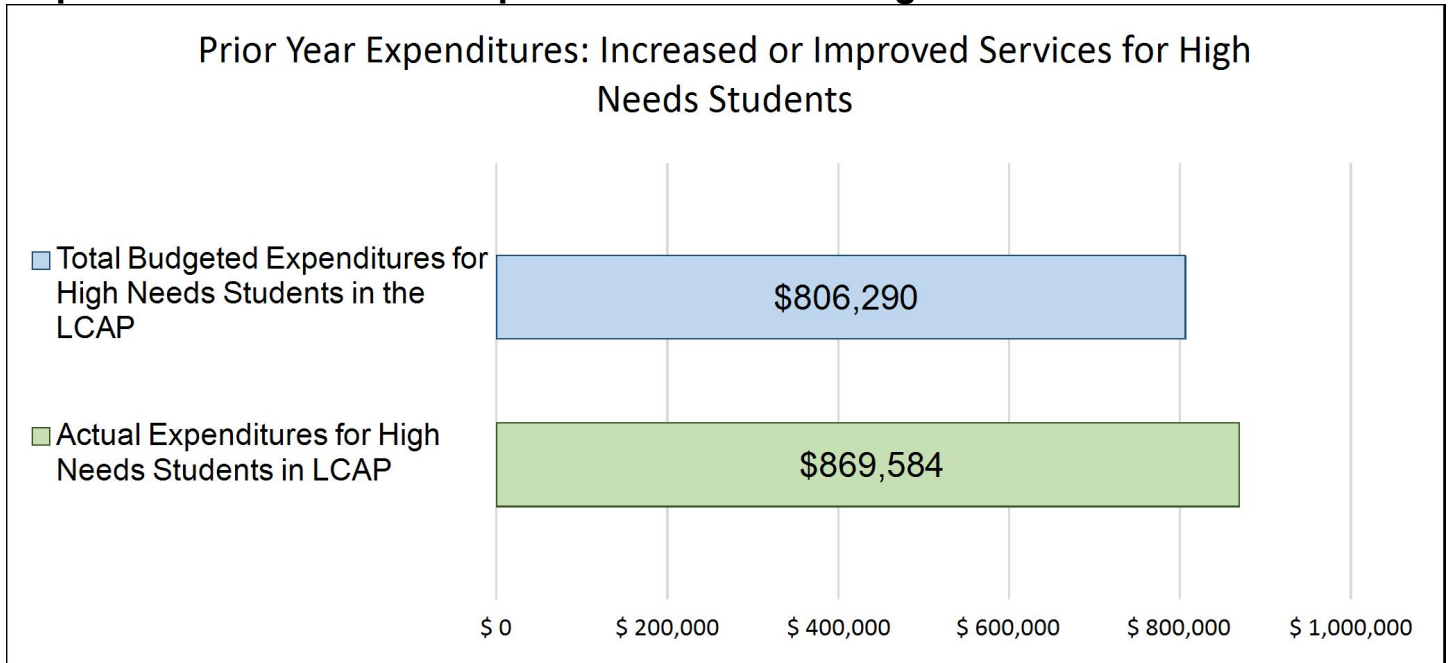
N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy San Diego is projecting it will receive \$319,498 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy San Diego plans to spend \$990,425.31 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Magnolia Science Academy San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy San Diego's LCAP budgeted \$806,290.42 for planned actions to increase or improve services for high needs students. Magnolia Science Academy San Diego actually spent \$869,584.28 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

# Goals and Actions

## Goal

Goal #	Description
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	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”	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)					
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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1: Action 1: We provided BTSA and Mentor support for 3 teachers and helped teachers get their EL Authorizations. Also supporting an administrator with tuition reimbursement to help them get their admin credential.

Goal 1: Action 2: We provided instructional materials and technology for our students and staff as planned. This year we were able to get new Interactive TV's for each classroom and also got new laptops for teachers.

Goal 1: Action 3: As planned we provided resources to make sure that our school community have a clean and safe facilities that support learning

Goal 1: Action 4: We continued to have a meal server to make sure that free breakfast and lunch is provided smoothly for all interested students.



Goal 1: Action 5: Support from home office is received as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1

Budgeted: \$25,970

Actual: \$35,970

Explanation: The difference is due to the additional tuition reimbursement and mentor support.

Goal 1 Action 2

Budgeted: \$462,339

Actual: \$462,339

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 3

Budgeted: \$1,098,341

Actual: \$1,188,916

Explanation: The projected expenses are in line with the planned initiatives, with no significant deviations. The difference in the projected expenses are due to additional repair/maintenance costs.

Goal 1 Action 4

Budgeted: \$59,376

Actual: \$54,526

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 5

Budgeted: \$583,763

Actual: \$584,627

Explanation: The projected expenses are around \$1k more than the budgeted amount. However, the discrepancy for this action Goal 1 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1: Action 1: All steps of action 1 were effective.

Goal 1: Action 2: All steps of action 2 were effective.

Goal 1: Action 3: All steps of action 3 were effective.

Goal 1: Action 4: All steps of action 4 were effective.

Goal 1: Action 5: All steps of action 5 were effective.

All actions in goal 1 were effective and helped us meet our goal 1.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Goal 1 Action 1 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 2 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 3 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 4 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 5 we would like to keep the goal and actions the same for the future year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local 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 5/20/24) 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	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 5/20/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 5/20/24) 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 5/24/24) 100%	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	This metric has been retired. We are exploring the "Average Grade Level	2023-24: 60.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	Equivalent Growth from fall 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)	<p>2018-19:</p> <ul style="list-style-type: none"> <li>All Students: 69.31%</li> <li>English Learners: 40.00%</li> <li>Socioeconomically Disadvantaged: 54.13%</li> <li>Students with Disabilities: 28.07%</li> <li>Two or More Races: 63.79%</li> <li>African American: 40.00%</li> <li>Asian: 76.93%</li> <li>Hispanic: 69.60%</li> <li>White: 73.17%</li> </ul>	<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>	<p>2021-22:</p> <ul style="list-style-type: none"> <li>All Students: 62.97%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 53.60%</li> <li>Students with Disabilities: 26.25%</li> <li>Asian: 87.18%</li> <li>African American: 42.86%</li> <li>Hispanic: 49.65%</li> <li>White: 72.8%</li> <li>2 or more races: 61.54%</li> </ul> <p>We have used the Measures of</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 63.01%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 52.03%</li> <li>Students with Disabilities: 33.33%</li> <li>Asian: 64.1%</li> <li>Hispanic: 50.68%</li> <li>White: 73.95%</li> <li>Two or More Races: 75.00%</li> <li>African American: 43.33%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p>	<p>2022-23:</p> <ul style="list-style-type: none"> <li>All Students: 71%</li> <li>English Learners: 46%</li> <li>Socioeconomically Disadvantaged: 57%</li> <li>Students with Disabilities: 32%</li> <li>Two or More Races: 65%</li> <li>African American: 46%</li> <li>Asian: 78%</li> <li>Hispanic: 71%</li> <li>White: 75%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>• All Students: 70.05%</li> <li>• English Learners: 16.67%</li> <li>• Students with Disabilities: 36.00%</li> <li>• Hispanic: 57.86%</li> <li>• White: 75.71%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> <li>• All Students: 67.25%</li> </ul>	<p>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"> <li>• All Students: 67.33%</li> <li>• English Learners: 20.69%</li> <li>• Students with Disabilities: 44.74%</li> <li>• Hispanic: 58.70%</li> <li>• White: 78.42%</li> </ul> <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>• All Students: 68.73%</li> </ul>	<ul style="list-style-type: none"> <li>• All Students: 64.44%</li> </ul>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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"> <li>All Students: 41.0 points above standard</li> <li>English Learners: 8.3 points above standard</li> <li>Socioeconomically Disadvantaged: 8.6 points above standard</li> <li>Students with Disabilities: 53.9 points below standard</li> <li>Two or More Races: 38.1 points above standard</li> <li>African American: 21.3 points below standard</li> <li>Asian: 93.2 points above standard</li> <li>Hispanic: 34.0 points</li> </ul>	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"> <li>All Students: 63.0%</li> <li>English Learners: 51.9%</li> <li>Students with Disabilities: 63.8%</li> <li>Hispanic: 62.7%</li> <li>White: 63.6%</li> </ul>	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> <li>All Students: 34.6 points above standard</li> <li>English Learners: 17.9 points below standard</li> <li>Socioeconomically Disadvantaged: 6.8 points above standard</li> <li>Students with Disabilities: 50.6 points below standard</li> <li>African American: 0.1 points above standard</li> <li>Hispanic: 5.7 points above standard</li> <li>White: 50.5 points above standard</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 27.2 points above standard</li> <li>English Learners: 44.4 points below standard</li> <li>Socioeconomically Disadvantaged: 1.3 points below standard</li> <li>Students with Disabilities: 39.1 points below standard</li> <li>Two or More Race: 33.0 points above standard</li> <li>African American: 15.8 points below standard</li> <li>Asian: 41.9 points above standard</li> </ul>	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 43.0 points above standard</li> <li>English Learners: 10.0 points above standard</li> <li>Socioeconomically Disadvantaged: 10.0 points above standard</li> <li>Students with Disabilities: 47.0 points below standard</li> <li>Two or More Races: 40.0 points above standard</li> <li>African American: 15.0 points below standard</li> <li>Asian: 94.0 points above standard</li> <li>Hispanic: 36.0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	above standard <ul style="list-style-type: none"> <li>White: 46.7 points above standard</li> </ul>			<ul style="list-style-type: none"> <li>Hispanic: 4.1 points above standard</li> <li>White: 48.3 points above standard</li> </ul>	above standard <ul style="list-style-type: none"> <li>White: 48.0 points above standard</li> </ul>
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"> <li>All Students: 47.3%</li> <li>English Learners: 38.5%</li> <li>Socioeconomically Disadvantaged: 47.1%</li> <li>Students with Disabilities: 31.7%</li> <li>African American: *</li> <li>Asian: 55.0%</li> <li>Hispanic: 50.6%</li> <li>White: 44.3%</li> </ul>	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 63.0%</li> <li>English Learners: 51.9%</li> <li>Socioeconomically Disadvantaged: 63.2%</li> <li>Students with Disabilities: 63.8%</li> <li>Asian: 51.1%</li> <li>Hispanic: 62.7%</li> <li>White: 63.6%</li> </ul>	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 54.6%</li> <li>English Learners: 59.3%</li> <li>Socioeconomically Disadvantaged: 53.7%</li> <li>Students with Disabilities: 50.7%</li> <li>Asian: 55.6%</li> <li>Hispanic: 55.0%</li> <li>White: 58.1%</li> </ul>	Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> <li>All Students: 55.7%</li> <li>English Learners: 43.8%</li> <li>Socioeconomically Disadvantaged: 54.6%</li> <li>Students with Disabilities: 53.4%</li> <li>Hispanic: 62.0%</li> <li>White: 56.6%</li> </ul>	2023-24: <ul style="list-style-type: none"> <li>All Students: 65.0%</li> <li>English Learners: 60.0%</li> <li>Socioeconomically Disadvantaged: 65.0%</li> <li>Students with Disabilities: 55.0%</li> <li>African American: 65.0%</li> <li>Asian: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 65.0%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 60.62%</li> <li>English Learners: 26.67%</li> </ul>	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> <li>All Students: 49.87%</li> <li>English Learners: 0.00%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 54.65%</li> <li>English Learners: 5.88%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 62.00%</li> <li>English Learners: 30.00%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 41.29%</li> <li>Students with Disabilities: 22.81%</li> <li>Two or More Races: 56.90%</li> <li>African American: 30.00%</li> <li>Asian: 84.61%</li> <li>Hispanic: 54.40%</li> <li>White: 67.68%</li> </ul>	<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"> <li>All Students: 48.47%</li> <li>English Learners: 10.34%</li> <li>Students with Disabilities: 16.44%</li> <li>Hispanic: 33.09%</li> <li>White: 56.12%</li> </ul> <p>IAB Math Level 3 and 4 Projection (5/13/22):</p>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 36.60%</li> <li>Students with Disabilities: 23.75%</li> <li>Asian: 84.61%</li> <li>African American: 28.58%</li> <li>Hispanic: 37.06%</li> <li>White: 54.41%</li> <li>2 or more races: 53.85%</li> </ul> <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>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 41.22%</li> <li>Students with Disabilities: 34.67%</li> <li>Two or More Races: 60.41%</li> <li>African American: 26.66%</li> <li>Asian: 71.8%</li> <li>Hispanic: 40.45%</li> <li>White: 67.6%</li> </ul> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> <li>All Students: 80.30%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 45.00%</li> <li>Students with Disabilities: 27.00%</li> <li>Two or More Races: 59.0%</li> <li>African American: 36.0%</li> <li>Asian: 86.00%</li> <li>Hispanic: 57.00%</li> <li>White: 69.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>All Students: 68.79%</li> </ul>	<p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> <li>All Students: 53.66%</li> <li>English Learners: 13.79%</li> <li>Students with Disabilities: 34.67%</li> <li>Hispanic: 40.28%</li> <li>White: 64.08%</li> </ul> <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> <li>All Students: 75.30%</li> </ul>		
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"> <li>All Students: 21.8 points above standard</li> <li>English Learners: 21.4 points below standard</li> <li>Socioeconomically</li> </ul>	<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</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 1.7 points above standard</li> <li>English Learners: 56.4 points below standard</li> <li>Socioeconomically</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 8.5 points above standard</li> <li>English Learners: 60.2 points below standard</li> <li>Socioeconomically</li> </ul>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 23.0 points above standard</li> <li>English Learners: 15.0 points below standard</li> <li>Socioeconomically</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Disadvantaged: 18.5 points below standard</p> <ul style="list-style-type: none"> <li>Students with Disabilities: 74.7 points below standard</li> <li>Two or More Races: 16.9 points above standard</li> <li>African American: 37.8 points below standard</li> <li>Asian: 65.6 points above standard</li> <li>Hispanic: 8.7 points above standard</li> <li>White: 32.0 points above standard</li> </ul>	<p>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"> <li>All Students: 64.8%</li> <li>English Learners: 53.8%</li> <li>Students with Disabilities: 48.6%</li> <li>Hispanic: 62.9%</li> <li>White: 65.9%</li> </ul>	<p>Disadvantaged: 31.6 points below standard</p> <ul style="list-style-type: none"> <li>Students with Disabilities: 74.7 points below standard</li> <li>African American: 42.2 points below standard</li> <li>Hispanic: 39.5 points below standard</li> <li>White: 10.4 points above standard</li> </ul>	<p>Disadvantaged: 27.0 points below standard</p> <ul style="list-style-type: none"> <li>Students with Disabilities: 56.5 points below standard</li> <li>Two or More Races: 14 points above standard</li> <li>African American: 41.7 points below standard</li> <li>Asian: 34.5 points above standard</li> <li>Hispanic: 22.8 points below standard</li> <li>White: 35.9 points above standard</li> </ul>	<p>Disadvantaged: 12.0 points below standard</p> <ul style="list-style-type: none"> <li>Students with Disabilities: 66.0 points below standard</li> <li>Two or More Races: 19.0 points above standard</li> <li>African American: 30.0 points below standard</li> <li>Asian: 66.0 points above standard</li> <li>Hispanic: 10.0 points above standard</li> <li>White: 33.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 47.0%</li> <li>English Learners: 48.1%</li> </ul>	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 64.8%</li> </ul>	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 59.9%</li> </ul>	<p>Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> <li>All Students: 67.3%</li> </ul>	<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 65.0%</li> <li>English Learners: 65.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 41.4%</li> <li>Students with Disabilities: 42.2%</li> <li>African American: *</li> <li>Asian: 37.5%</li> <li>Hispanic: 46.3%</li> <li>White: 48.5%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 53.8%</li> <li>Socioeconomically Disadvantaged: 62.6%</li> <li>Students with Disabilities: 48.6%</li> <li>Asian: 71.1%</li> <li>Hispanic: 62.9%</li> <li>White: 65.9%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 46.2%</li> <li>Socioeconomically Disadvantaged: 58.7%</li> <li>Students with Disabilities: 47.2%</li> <li>Asian: 59.1%</li> <li>Hispanic: 54.5%</li> <li>White: 64.4%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners: 70.6%</li> <li>Socioeconomically Disadvantaged: 65.2%</li> <li>Students with Disabilities: 67.1%</li> <li>Hispanic: 58.3%</li> <li>White: 73.2%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 65.0%</li> <li>Students with Disabilities: 65.0%</li> <li>African American: 65.0%</li> <li>Asian: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 65.0%</li> </ul>
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"> <li>Level 4: 29.03%</li> <li>Level 3: 38.71%</li> <li>Level 2: 19.35%</li> <li>Level 1: 12.90%</li> </ul>	2021-22: (2022 Dashboard) 69.0%	2022-23: (2023 Dashboard) 73.1%	2022-23: (2023 Dashboard) 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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"> <li>All Students: 55.74%</li> <li>Socioeconomically Disadvantaged: 48.48%</li> <li>Students with Disabilities: 20.00%</li> <li>Homeless: 55.74%</li> <li>Hispanic: 51.35%</li> <li>White: 58.18%</li> </ul>	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> <li>All Students: 53.38%</li> <li>English Learners: 0</li> <li>Socioeconomically Disadvantaged: 41.51%</li> <li>Students with Disabilities: 26.09%</li> <li>Hispanic: 38.46%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 52.52%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 44.23%</li> <li>Students with Disabilities: 24.19%</li> <li>Two or More Races: 46.16%</li> <li>African American: *</li> <li>Asian: 63.63%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All Students: 57.00%</li> <li>Socioeconomically Disadvantaged: 50.00%</li> <li>Students with Disabilities: 22.00%</li> <li>Homeless: 57.0%</li> <li>Hispanic: 54.00%</li> <li>White: 60.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<ul style="list-style-type: none"> <li>Hispanic: 46.42%</li> <li>White: 58.70%</li> </ul>	

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 2:

#### Action 1: Broad Course of Study and Standards-Based Curriculum

We implemented a comprehensive course of study aligned with state standards to ensure all students receive a high-quality, standards-based education.

#### Action 2: Professional Development for High-Quality Instruction

We conducted professional development sessions aimed at enhancing instructional quality, as planned, to ensure our educators are equipped with the latest teaching strategies and methodologies.

#### Action 3: Academic Enrichment, Intervention, and Student Support

We offered various academic enrichment programs, targeted interventions, and student support services as planned to address the diverse learning needs of our students.

#### Action 4: Designated and Integrated ELD Programs

We provided both designated and integrated English Language Development (ELD) programs, ensuring our English learners receive the necessary language support as planned.

#### Action 5: Support for Students with Disabilities

We delivered comprehensive support for students with disabilities, adhering to our planned programs and services to meet their unique educational needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1

Budgeted: \$1,556,496

Actual: \$1,534,977

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 2

Budgeted:\$29,642

Actual: \$39,342

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives. The only additions were the new professional developments and travel due to Community Schools Planning Grant.

Goal 2 Action 3

Budgeted: \$303,752

Actual:\$309,882

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4

Budgeted: \$0

Actual: \$0

Explanation:

Goal 2 Action 5

Budgeted: \$967,152

Actual:\$973,702

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2: Action 1: All steps of action 1 were effective.

Goal 2: Action 2: All steps of action 2 were effective.

Goal 2: Action 3: All steps of action 3 were effective.

Goal 2: Action 4: All steps of action 4 were effective.

Goal 2: Action 5: All steps of action 5 were effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Goal 2 Action 1 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 2 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 3 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 4 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 5 we would like to keep the goal and actions the same for the future year.

All actions in goal 2 were effective and helped us meet our goal 2.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
3	INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 27%	2021-22: (As of 5/13/22) 23%	2022-23: (As of 5/12/23) 23%	2023-24: (As of 5/20/24) 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 5/20/24) 100%	2023-24: 100%
Percentage of students who have	2020-21: (As of 4/16/21)	2021-22: (As of 5/13/22)	2022-23: (As of 5/12/23)	2023-24: (As of 5/20/24)	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	100%	100%	100%	100%	

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3:

**Action 1: College and Career Week Event - University Showcase**

We successfully hosted our College and Career Week event, the University Showcase. Nearly 20 guest speakers participated, including representatives from colleges, the navy, various occupational and trade school programs, and businesses. Students also presented on different career pathways.

**Action 2: Participation in STEAM Activities**

Our students engaged in numerous STEAM activities, including the San Diego STEAM Expo, Sa Diego Festival of Science and Engineering.

**Action 3: Digital Literacy and Citizenship Programs**

We provided digital literacy and citizenship programs, utilizing primarily free resources to educate our students on responsible and effective technology use. Also we added financial literacy as a Saturday School and Summer class for our students.

**Action 4: Access to Physical Education and Fitness Resources**

We ensured that our students had access to resources for physical education, physical activities, and fitness, promoting a healthy and active lifestyle.

**Action 5: Additional Programs for a Well-Rounded Education**

We continued to offer additional programs and activities that support a well-rounded education. These efforts resulted in our students and school receiving numerous awards and recognitions including but not limited to California Distinguished School Recognition.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1

Budgeted: \$0

Actual: \$0

Explanation:

Goal 3 Action 2

Budgeted: \$1

Actual: \$1.06

Explanation:

Goal 3 Action 3

Budgeted: \$848

Actual: \$848

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 4

Budgeted: \$223,024

Actual: \$225,074

Explanation: The projected expenses are around \$2k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 4 is not significant as it is less than 10% of the budgeted amount.

Goal 3 Action 5

Budgeted: \$390,777

Actual: \$402,991

Explanation: The projected expenses are around \$12k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3: Action 1: All steps of action 1 were effective.

Goal 3: Action 2: All steps of action 2 were effective.

Goal 3: Action 3: All steps of action 3 were effective.

Goal 3: Action 4: All steps of action 4 were effective.

Goal 3: Action 5: All steps of action 5 were effective.

All actions in goal 3 were effective and helped us meet our goal 3.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Goal 3 Action 1 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 2 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 3 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 4 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 5 we would like to keep the goal and actions the same for the future year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 1	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 5/20/24) 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) 28	2021-22: (As of 5/13/22) 17	2022-23: (As of 5/12/23) 4	2023-24: (As of 5/20/24) 7	2023-24: 8
Number of activities/events for parent involvement per year (Source:	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 5/20/24) 25	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 6/14/24) 4	2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 5.1%	2021-22: (As of 5/13/22) 8%	2022-23: (As of 5/12/23) 13.1%	2023-24: (As of 5/20/24) 2.9%	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-2 ADA) 93.98%	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: (As of 5/12/23) 24.6%	2022-23: (2023 Dashboard) 21.6%  2023-24: (As of 5/31/24) 18.5%	2022-23: (2023 Dashboard) 6.0%
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 6/3/24) 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23: (As of 5/12/23) 2.2%	2023-24: (As of 5/31/24) 2.2%	
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 5/31/24) 0.00%	
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%	2023-24: Students: 94.1% Families: 65.0% Staff: 100.0%	2023-24: Students: 90.0% Families: 67.0% Staff: 90.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 95%	2021-22: Students: 66% Families: 96% Staff: 95%	2022-23: Students: 67% Families: 95% Staff: 86%	2023-24: Students: 68.0% Families: 96.0% Staff: 88.0%	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%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4:

**Action 1: Family Participation in Decision-Making**

We continued to provide opportunities for families to be part of the decision-making process. Although we did not hold ELAC meetings due to the limited number of EL students, we successfully engaged EL parents and students through other parent and educational partner meetings. The only measurable outcome that we have not met is the Home visit goal. Although this is an area that we want to increase to go back to our historical 15% goal, we offered many on site opportunities for parents to engage with the teachers and staff such as Student Led Conferences, parent workshops, school community events ,etc...

**Action 2: Hosting School Events In-Person**

We hosted all school events in person, providing opportunities for families to participate as planned, ensuring active engagement and community involvement.

**Action 3: PBIS and SEL Support and Resources**

We provided Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) resources and support as planned, fostering a positive school climate and student well-being.

**Action 4: Educational Partner Surveys**

All our educational partners participated in the educational partner survey. We met our participation goal and shared the survey outcomes with our educational partners and the community.

**Action 5: Establishing Partnerships**

We continued to establish community, business, institutional, and civic partnerships that invest in and support the vision and goals of the school

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

**Goal 4 Action 1**

Budgeted: \$0

Actual: \$0

Explanation:

**Goal 4 Action 2**

Budgeted: \$196,187

Actual: \$196,187

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations



Goal 4 Action 3

Budgeted: \$255,541

Actual: \$264,666

Explanation: The projected expenses are around \$11k more than the budgeted amount. However, the discrepancy for this action Goal 4 Action 3 is not significant as it is less than 10% of the budgeted amount.

Goal 4 Action 4

Budgeted: \$2,120

Actual: \$2,120

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 5

Budgeted: \$124,074

Actual: \$138,574

Explanation: The projected expenses are around \$14k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 1 is not significant.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4: Action 1: All steps of action 1 were effective.

Goal 4: Action 2: All steps of action 2 were effective.

Goal 4: Action 3: All steps of action 3 were effective.

Goal 4: Action 4: All steps of action 4 were effective.

Goal 4: Action 5: All steps of action 5 were effective.

All actions in goal 4 were effective and helped us meet our goal 4.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Goal 4 Action 1 we would like to keep the goal and actions the same for the future year.

For Goal 4 Action 2 we would like to keep the goal and actions the same for the future year.

For Goal 4 Action 3 we would like to keep the goal and actions the same for the future year.

For Goal 4 Action 4 we would like to keep the goal and actions the same for the future year.

For Goal 4 Action 5 we would like to keep the goal and actions the same for the future year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Regional Director and Principal	gserce@magnoliapublicschools.org (619) 644-1300

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 450 students in grades 6–8, with class sizes averaging 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia’s mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

MSA-San Diego is recognized as a California Distinguished School in both 2021 and 2024, reflecting its commitment to excellence in education. Additionally, the school has been awarded the California PBIS Platinum Award, highlighting its effective implementation of Positive Behavioral Interventions and Supports.

MSA-San Diego offers a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and more. We provide a comprehensive learning experience designed to meet the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring.

Classroom instruction at MSA-San Diego is supplemented by tutoring and after-school programs. Starting in the 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since then, MSA-San Diego's Robotics, SeaPerch, and Archery teams, as well as the School Band, have won first place in multiple state and local competitions.

MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to our students.

Magnolia Science Academy San Diego  
Address: 6525 Estrella Ave., San Diego, CA, 92120

Phone: 619-644-1300

Email: [gserce@magnoliapublicschools.org](mailto:gserce@magnoliapublicschools.org)

### MISSION

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

### VISION

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

### INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

### CONNECTION

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

### EXCELLENCE

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

### SUCCESSSES

#### Recognition and Awards:

California Distinguished School: Recognized by the CDE in 2021 and again in 2024.

Platinum CA PBIS Status: Achieved the highest recognition.

FIA Rating: Received the highest rating (3 out of 3) for Behavior/SE Support.



State Testing Performance: MSA-San Diego's overall performance in the latest California School Dashboard is green in Math and ELA.

#### Staff and Student Survey Results:

81% Student Favorable Rate in KelvinEd Survey for Safety & Connection and Resources for Coping.

94% Staff Favorable Rate in KelvinEd Survey for Safety & Connection.

100% Staff Favorable Rate in KelvinEd for prioritizing a sense of belonging.

95% Staff Favorable Rate in KelvinEd for a collaborative work culture.

#### Academic and Extracurricular Programs:

Financial Literacy classes offered to students.

High participation in ANA Survey with 91% parent favorable rate on providing a variety of high-quality programs after school.

SBAC Continued Growth: Significant growth for Students with Disabilities (SWD) in Math & ELA.

33% RFEP rate for English Learners (ELs).

AMC 8 Math Competition: Bronze Medalist.

MSA-San Diego outperformed all charter middle schools in San Diego and all middle schools in the Navajo community.

#### Community and Parent Engagement:

10 parent workshops on SEL and character education.

Monthly community meetings.

High participation in student-led parent-teacher conferences.

Hosted 14 presenters at the College and Career Day and 6 schools represented at the High School Fair.

Established a student leadership committee, MSA Wizards Council.

Initiated the process of establishing a Community Hub.

Hosted a Community Resource Fair with 10 organizations.

Significant increase in parent participation for school events.

#### Professional Development:

Implementation of Restorative Practices to improve school culture.

Professional developments for staff and teacher leaders.

MTSS training for all admin team and teacher leaders through multiple PDs with Anthony Ceja and Earnie Mendes.

#### Student Opportunities and Achievements:

Field trips to the library, Junior Achievement Center, USS Midway.

High participation in Khan Night with the Math Department.

MSA-San Diego's Seaperch underwater robotics team won multiple trophies at the regional competition.

Vex Robotics team won 2nd place in the MPS STEAM Expo.

Archery team won the San Diego and State championship; boys team placed 2nd in Nationals at the Olympic Archery in Middle Schools competitions.

Participation in the San Diego Festival of Science and Engineering with over 80 students, attracting over 5,000 visitors to Magnolia booths.

Hosted, organized, or participated in over 25 school and community events throughout the school year.

Hosted daily Live Donuts in The Morning announcements via YouTube to bring the community together during advisory class.

Community School Planning Grant:

Enabled hosting more community events and adding a community hub.

Facilitated more field trip experiences for students.

## CHALLENGES

Academic Achievement:

Improve academic performance in Math for students with disabilities on the CAASPP.

Enhance ELA proficiency and growth on SBAC for English Learners (ELs).

Teacher Recruitment and Retention:

Address the challenge of recruiting and retaining highly qualified teachers.

Intervention Programs:

Continually refine intervention programs to close the achievement gap for all student groups.

Establish a stronger and more structured tier two system for interventions.

Student Voice and Feedback:

Improve the meeting cycles between the Wizard Council and school leadership to gather student feedback more frequently.

Chronic Absenteeism:

Address the high rate of chronic absenteeism among African American students, which has made MSA-San Diego eligible for ATSI.

Support for English Learners:

Based on dashboard data, ELs are the lowest performing group, indicated by orange color in both Math and ELA. Although the reclassification rate is high, there is a need to enhance support for ELs.

Parent and Community Engagement:

- Increase engagement and autonomy of the Parent Advisory Committee (PAC).
- Serve more families through the resource fair.
- Boost participation in parent workshops.
- Formalize a systemic approach to implementing the Community Schools Model.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	<p>At MSA-San Diego, we understand that active parent engagement is crucial for student success and school improvement. Our approach to engaging parents is multi-faceted and inclusive, ensuring that their voices are heard and their feedback is valued. Here's how we engage parents in the development process of the Local Control and Accountability Plan (LCAP):</p> <p><b>Regular Meetings</b>            We hold eight Parent Task Force (PTF) meetings annually to discuss various school matters, gather input, and involve parents in decision-making processes. Additionally, we conduct seven Parent Advisory Council (PAC) meetings throughout the year, specifically focusing on the LCAP and school improvement plans. These meetings provide a platform for parents to share their insights and collaborate on school initiatives.</p> <p><b>Surveys</b>            To gather comprehensive feedback, we conduct parent surveys that include questions about their experiences and perceptions of the school. These surveys cover topics such as safety, school connectedness, culture, and climate. The high participation rate in these surveys provides valuable insights that inform our school improvement strategies and LCAP development.</p>

Educational Partner(s)	Process for Engagement
	<p><b>Home Visits</b>  Our staff has conducted over 10 in-person and virtual home visits to engage parents directly in their homes. These visits offer an opportunity to discuss their child's progress, gather feedback, and address any concerns they may have. This personalized approach ensures that we understand the unique needs of each family and incorporate their input into the LCAP.</p> <p><b>School Events and Activities</b>  We organize at least 25 parent activities and workshops throughout the year, covering a range of topics including social-emotional learning (SEL), character education, and academic support. Additionally, we host a Community Resource Fair to connect parents with various community organizations and resources, further supporting their involvement and engagement.</p> <p><b>Communication Channels</b>  Regular newsletters and updates are sent to parents to keep them informed about school events, important dates, and ongoing initiatives. We also use various digital platforms, including email, social media, and our school website, to communicate with parents and gather their feedback. These channels ensure that parents are always up-to-date and can easily share their thoughts and concerns.</p> <p><b>Advisory Roles</b>  Parents on the PTF and PAC also serve as our parent advisory committee for the LCAP. This involvement ensures that parent feedback is directly integrated into the development and review of the LCAP. By having parents in these advisory roles, we ensure that their perspectives are considered in our planning process, leading to more effective and inclusive school policies.</p> <p>By engaging parents through these multiple channels, MSA-San Diego fosters a collaborative environment where parents feel valued and involved in their child's education. This comprehensive approach ensures that we receive diverse perspectives and maintain strong partnerships with our parent community, ultimately enhancing the educational experience for all students.</p>

Educational Partner(s)	Process for Engagement
Students	<p>At MSA-San Diego, student involvement in the development of the Local Control and Accountability Plan (LCAP) is a fundamental priority. We believe that incorporating student perspectives is essential for creating a supportive and effective learning environment. Our comprehensive approach ensures that students' voices are heard and their feedback is integrated into our planning process. Here's how we engage students in the LCAP development process:</p> <p><b>Student Leadership and Voice</b>  The MSA Wizards Council, our student leadership committee, is central to our LCAP development efforts. This council meets regularly with school leadership to discuss various aspects of the school's performance and gather input on LCAP priorities. We are committed to improving the frequency and structure of these meetings to ensure that student feedback is continuously gathered and addressed.</p> <p><b>Surveys</b>  We conduct comprehensive student experience surveys that include specific questions about safety, school connectedness, culture, and climate. The insights from these surveys are crucial for identifying areas of improvement and setting priorities for the LCAP. The high participation rate in these surveys ensures that we capture a wide range of student perspectives.</p> <p><b>Direct Communication</b>  Classroom discussions and advisory sessions provide regular platforms for students to express their thoughts and suggestions regarding school improvement. Teachers facilitate these sessions to ensure that all students have the opportunity to contribute their ideas. Additionally, our daily "Live Donuts in the Morning" YouTube announcements keep students informed about LCAP-related activities and gather their feedback on ongoing initiatives.</p> <p><b>Student-Led Events and Activities</b></p>

Educational Partner(s)	Process for Engagement
	<p>Student-led events, such as the High School Fair and parent-teacher conferences, offer opportunities for students to showcase their achievements and provide feedback on school programs and initiatives. These events also serve as forums for students to discuss their needs and expectations directly with school staff and administrators.</p> <p><b>Recognition and Incentives</b> Our Positive Behavioral Interventions and Supports (PBIS) platform, Kickboard, recognizes students for positive behavior and adherence to The WIZARD Way. This system encourages students to engage in discussions about school improvement and provides a framework for rewarding constructive feedback and suggestions.</p> <p><b>Integration of Feedback</b> Feedback gathered from the Wizards Council, student surveys, and classroom discussions is systematically reviewed and integrated into the LCAP. This ensures that student perspectives are considered in our planning process, leading to a more inclusive and effective LCAP.</p> <p>By actively involving students in the LCAP development process, MSA-San Diego ensures that their voices are heard and their needs are met. This comprehensive approach not only enhances the learning experience but also fosters a sense of ownership and responsibility among students, contributing to a positive and inclusive school culture.</p>
Teachers and staff	<p>At MSA-San Diego, engaging teachers and staff in the development of the Local Control and Accountability Plan (LCAP) is essential for creating a supportive and effective learning environment. Our approach ensures that their expertise and insights are integral to our school improvement strategies. Here's how we engage teachers and staff in the LCAP development process:</p> <p><b>Regular Meetings and Professional Development</b> We conduct weekly staff meetings to provide continuous opportunities for teachers and staff to discuss school matters, share their insights,</p>

Educational Partner(s)	Process for Engagement
	<p>and contribute to the decision-making process. These meetings serve as a platform for open dialogue, allowing staff to voice their opinions on school policies and practices.</p> <p>In addition, we provide extensive professional development sessions focused on key areas such as the Multi-Tiered System of Support (MTSS), social-emotional learning (SEL), and Restorative Practices. These sessions are not only aimed at enhancing staff skills but also at gathering feedback on the implementation and effectiveness of these programs, which is then integrated into the LCAP.</p> <p><b>Surveys</b> Comprehensive surveys are conducted to gather feedback from teachers and staff on various aspects of the school environment, including safety, connectedness, culture, and climate. These surveys provide valuable data that informs our school improvement strategies and LCAP priorities. The high participation rate in these surveys ensures that a wide range of perspectives is considered.</p> <p><b>Direct Communication and Advisory Roles</b> Teachers and staff have direct communication channels with school leadership through regular check-ins, staff meetings, and advisory roles. Key staff members are involved in advisory committees that contribute to the development and review of the LCAP. Their feedback is crucial for understanding the on-ground realities and for making informed decisions. Additionally, staff and teachers are represented in the Parent Advisory Council (PAC), ensuring that their perspectives are included in the LCAP discussions and development.</p> <p><b>Recognition and Incentives</b> We use the Positive Behavioral Interventions and Supports (PBIS) platform, Kickboard, to recognize staff who demonstrate outstanding commitment to The WIZARD Way. This system encourages staff to engage in school improvement discussions and provides a framework for acknowledging their contributions to the LCAP development process.</p> <p><b>Collaborative Work Culture</b></p>



Educational Partner(s)	Process for Engagement
	<p>We have established a collaborative work culture where teachers and staff are encouraged to share their ideas and collaborate on school improvement initiatives. This culture is reinforced through team-building activities, professional learning communities, and collaborative planning sessions. The favorable staff survey results on collaboration reflect the effectiveness of this approach.</p> <p><b>Feedback Integration</b>  Feedback gathered from surveys, meetings, professional development sessions, and direct communication is systematically reviewed and integrated into the LCAP. This ensures that the insights and expertise of teachers and staff are central to our planning process, leading to more effective and comprehensive school policies.</p> <p>By engaging teachers and staff through these multiple channels, MSA-San Diego fosters a collaborative and inclusive environment where their voices are valued. This comprehensive approach not only enhances the learning experience for students but also ensures that our school improvement strategies are informed by those who are directly involved in the educational process.</p>
School administrators	<p>At MSA-San Diego, school administrators play a pivotal role in the development of the Local Control and Accountability Plan (LCAP). Their leadership, strategic insights, and direct involvement are crucial for the success of our school improvement initiatives. Here's how we engage school administrators in the LCAP development process:</p> <p><b>Strategic Leadership Meetings</b>  We hold regular strategic leadership meetings that include all school administrators. These meetings are designed to review school performance data, discuss priorities, and develop actionable plans for school improvement. Administrators bring their unique perspectives and expertise to these discussions, ensuring that the LCAP is comprehensive and aligned with the school's goals.</p> <p><b>Data-Driven Decision Making</b></p>

Educational Partner(s)	Process for Engagement
	<p>School administrators are integral to the data collection and analysis process. They review performance metrics from the SBAC (Smarter Balanced Assessment Consortium), IAB (Interim Assessment Blocks), and NWEA (Northwest Evaluation Association) for Fall, Winter, and Spring. Additionally, they analyze feedback from the Kelvin pulse check SEL survey and comprehensive Panorama surveys, which include data on school climate, safety, connectedness, and overall satisfaction from students, parents, and staff. This data-driven approach allows administrators to identify key areas of need and develop targeted strategies for inclusion in the LCAP. Their role in interpreting this data ensures that the LCAP is grounded in evidence and focused on measurable outcomes.</p> <p><b>Professional Development and Training</b>  Administrators participate in professional development sessions that focus on key areas such as the Multi-Tiered System of Support (MTSS), social-emotional learning (SEL), and Restorative Practices. These sessions not only enhance their skills but also provide a forum for discussing best practices and integrating new strategies into the LCAP. By staying informed about the latest educational trends and techniques, administrators can make well-informed contributions to the LCAP.</p> <p><b>Collaborative Planning Sessions</b>  We organize collaborative planning sessions where administrators work closely with teachers, staff, and other stakeholders to develop and refine the LCAP. These sessions foster a team-based approach, allowing administrators to facilitate discussions, mediate differing viewpoints, and ensure that the final plan reflects the collective vision of the school community.</p> <p><b>Direct Communication and Feedback Channels</b>  Administrators maintain open lines of communication with all members of the school community, including students, parents, teachers, and staff. Regular check-ins and feedback sessions allow them to gather insights and address concerns in real-time. This direct engagement ensures that the LCAP is responsive to the needs of all</p>

Educational Partner(s)	Process for Engagement
	<p>stakeholders and that administrators can promptly incorporate feedback into the planning process.</p> <p><b>Representation in Advisory Committees</b>  School administrators are actively involved in advisory committees, including the Parent Advisory Council (PAC). Administrators attend all PAC meetings as non-members to address questions, present updates, and gather feedback. This involvement ensures that the administrative perspective is represented in discussions about the LCAP and allows them to advocate for necessary resources, support structures, and policy changes that benefit the entire school community.</p> <p><b>Integration of Feedback and Continuous Improvement</b>  The feedback gathered from various stakeholders, including teachers, staff, parents, and students, is systematically reviewed and integrated into the LCAP. Administrators play a key role in this process, ensuring that the plan is continuously refined and improved based on real-world experiences and outcomes. Their commitment to continuous improvement ensures that the LCAP remains a dynamic and effective tool for school development.</p> <p>By engaging school administrators through these structured and collaborative processes, MSA-San Diego ensures that their leadership and insights are central to the development of the LCAP. This comprehensive approach not only enhances the effectiveness of the plan but also fosters a culture of shared responsibility and collective ownership among all members of the school community.</p>
SELPA	<p>At MSA-San Diego, engaging the Special Education Local Plan Area (SELPA) in the development of the Local Control and Accountability Plan (LCAP) is essential to ensure that the needs of students with disabilities are effectively addressed. Our collaborative approach ensures that SELPA’s expertise and insights are integral to our school improvement strategies. Here’s how we engage SELPA in the LCAP development process:</p>

Educational Partner(s)	Process for Engagement
	<p><b>Regular Consultative Meetings</b>  We hold regular consultative meetings with SELPA representatives. These meetings are designed to review and discuss the needs of students with disabilities, evaluate current support structures, and identify areas for improvement. SELPA's specialized knowledge and experience provide valuable insights that inform our LCAP priorities and strategies.</p> <p><b>Professional Development and Training</b>  We collaborate with SELPA to provide professional development sessions focused on best practices in special education, the Multi-Tiered System of Support (MTSS), and social-emotional learning (SEL). These sessions are aimed at enhancing the skills of our staff and ensuring that the needs of students with disabilities are met effectively. SELPA's involvement in these sessions ensures that our training programs are comprehensive and aligned with the latest educational standards and practices.</p> <p><b>Direct Communication and Feedback Channels</b>  SELPA maintains open lines of communication with school leadership and staff. Regular check-ins and feedback sessions allow SELPA representatives to gather insights and address concerns in real-time. This direct engagement ensures that the LCAP is responsive to the needs of students with disabilities and that SELPA can promptly incorporate feedback into the planning process.</p> <p><b>Integration of Feedback and Continuous Improvement</b>  The feedback gathered from various stakeholders, including SELPA representatives, is systematically reviewed and integrated into the LCAP. SELPA plays a key role in this process, ensuring that the plan is continuously refined and improved based on real-world experiences and outcomes. Their commitment to continuous improvement ensures that the LCAP remains a dynamic and effective tool for school development.</p> <p>By engaging SELPA through these structured and collaborative processes, MSA-San Diego ensures that the needs of students with disabilities are effectively addressed in the LCAP. This</p>

Educational Partner(s)	Process for Engagement
	comprehensive approach not only enhances the effectiveness of the plan but also fosters a culture of shared responsibility and collective ownership among all members of the school community.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted Local Control and Accountability Plan (LCAP) at MSA-San Diego was significantly influenced by the comprehensive feedback provided by our educational partners, including parents, students, teachers, staff, administrators, and SELPA representatives. Regular meetings, surveys, home visits, and collaborative planning sessions ensured diverse perspectives were considered. Insights from parent and student surveys, feedback from Parent Advisory Council (PAC) meetings, and data analysis from assessments like SBAC, IAB, and NWEA were integral in identifying key areas of need. Professional development sessions and direct communications further informed our strategies, ensuring the plan addressed specific requirements such as enhanced support for students with disabilities and the implementation of effective intervention programs. This collaborative and data-driven approach led to a robust LCAP that reflects the collective vision and priorities of our school community, aiming to enhance student achievement and overall school improvement.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 89.7%			2024-25: > 85%	
1.2	Percentage of students without access to their	2023-24: 0%			2026-27: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2026-27: 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%			2026-27: (Fall 2025 to Fall 2026) >= 80%	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 97.2%			2026-27: >= 95.0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$35,970.00	No
1.2	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.	\$442,634.64	No



Action #	Title	Description	Total Funds	Contributing
		<p>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"> <li>• Technology: Resource: Title II; Amount: \$963.54</li> </ul>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and</p>	\$1,141,416.94	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
<b>1.4</b>	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, 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>	\$68,915.68	Yes
<b>1.5</b>	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic</p>	\$584,627.57	No

Action #	Title	Description	Total Funds	Contributing
		<p>achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;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>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Portrait of a Graduate,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%			2026-27: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%			2026-27: >= 85%	
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 91%			2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 63.01%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged : 52.03%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 60.00%</li> <li>English Learners: &gt;= 5.00%</li> <li>Socioeconomically</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: 33.33%</li> <li>• Asian: 64.1%</li> <li>• Hispanic: 50.68%</li> <li>• White: 73.95%</li> <li>• Two or More Races: 75.00%</li> <li>• African American: 43.33%</li> </ul>			<ul style="list-style-type: none"> <li>• Disadvantaged: &gt;= 50.00%</li> <li>• Students with Disabilities: &gt;= 35.00%</li> <li>• Two or More Races: &gt;= 60.00%</li> <li>• Asian: &gt;= 60.00%</li> <li>• Hispanic: &gt;= 50.00%</li> <li>• White: &gt;= 60.00%</li> </ul>	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 27.2 points above standard</li> <li>• English Learners: 44.4 points below standard</li> <li>• Socioeconomically Disadvantaged: 1.3 points below standard</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 28.0 points above standard</li> <li>• English Learners: 35.0 points below standard</li> <li>• Socioeconomically</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Students with Disabilities: 39.1 points below standard</li> <li>• Two or More Race: 33.0 points above standard</li> <li>• African American: 15.8 points below standard</li> <li>• Asian: 41.9 points above standard</li> <li>• Hispanic: 4.1 points above standard</li> <li>• White: 48.3 points above standard</li> </ul>			<ul style="list-style-type: none"> <li>Disadvantaged: 2.0 points above standard</li> <li>• Students with Disabilities: 30.0 points below standard</li> <li>• Two or More Races: 34.0 points above standard</li> <li>• African American: 6.0 points below standard</li> <li>• Asian: 43.0 points above standard</li> <li>• Hispanic: 8.0 points above standard</li> <li>• White: 49.0 points</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					above standard	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>• All Students: 55.7%</li> <li>• English Learners: 43.8%</li> <li>• Socioeconomically Disadvantaged: 54.6%</li> <li>• Students with Disabilities: 53.4%</li> <li>• Hispanic: 62.0%</li> <li>• White: 56.6%</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>• All Students: <math>\geq 50\%</math></li> <li>• English Learners: <math>\geq 50\%</math></li> <li>• Socioeconomically Disadvantaged: <math>\geq 50\%</math></li> <li>• Students with Disabilities: <math>\geq 50\%</math></li> <li>• African American: <math>\geq 50\%</math></li> <li>• Asian: <math>\geq 50\%</math></li> <li>• Hispanic: <math>\geq 50\%</math></li> <li>• White: <math>\geq 50\%</math></li> </ul>	
2.7	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>• All Students: CGI: 0.07 (CGP: 53rd percentile)</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>• All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th)</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>English Learners: CGI: 0.26 (CGP: 60th percentile)</li> <li>Socioeconomically Disadvantaged : CGI: 0.04 (CGP: 52nd percentile)</li> <li>Students with Disabilities: CGI: 0.55 (CGP: 71st percentile)</li> <li>African American: CGI: -0.79 (CGP: 22nd percentile)</li> <li>Hispanic: CGI: 0.37 (CGP: 65th percentile)</li> <li>White: CGI: 0.16 (CGP: 56th percentile)</li> </ul>			<ul style="list-style-type: none"> <li>percentile )</li> <li>English Learners: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>Socioeconomically Disadvantaged: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>Students with Disabilities: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>African American: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>Asian: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					percentile ) <ul style="list-style-type: none"> <li>Hispanic: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> <li>White: CGI &gt;= 0 (CGP &gt;= 50th percentile )</li> </ul>	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 54.65%</li> <li>English Learners: 5.88%</li> <li>Socioeconomically Disadvantaged : 41.22%</li> <li>Students with Disabilities: 34.67%</li> <li>Two or More Races: 60.41%</li> <li>African American: 26.66%</li> <li>Asian: 71.8%</li> <li>Hispanic: 40.45%</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: &gt;= 55.00%</li> <li>English Learners: &gt;= 10.00%</li> <li>Socioeconomically Disadvantaged: &gt;= 44.00%</li> <li>Students with Disabilities: &gt;= 36.00%</li> <li>Two or More Races:</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>White: 67.6%</li> </ul>			<ul style="list-style-type: none"> <li>&gt;= 55.00%</li> <li>African American: &gt;= 30.00%</li> <li>Asian: &gt;= 60.00%</li> <li>Hispanic: &gt;= 44.00%</li> <li>White: &gt;= 60.00%</li> </ul>	
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 8.5 points above standard</li> <li>English Learners: 60.2 points below standard</li> <li>Socioeconomically Disadvantaged : 27.0 points below standard</li> <li>Students with Disabilities: 56.5 points below standard</li> <li>Two or More Races: 14</li> </ul>			2025-26: (2026 Dashboard) <ul style="list-style-type: none"> <li>All Students: 10.0 points above standard</li> <li>English Learners: 51.0 points below standard</li> <li>Socioeconomically Disadvantaged: 18.0 points below standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>points above standard</p> <ul style="list-style-type: none"> <li>• African American: 41.7 points below standard</li> <li>• Asian: 34.5 points above standard</li> <li>• Hispanic: 22.8 points below standard</li> <li>• White: 35.9 points above standard</li> </ul>			<ul style="list-style-type: none"> <li>• Students with Disabilities: 47.0 points below standard</li> <li>• Two or More Races: 15.0 points above standard</li> <li>• African American: 32.0 points below standard</li> <li>• Asian: 35.0 points above standard</li> <li>• Hispanic: 13.0 points below standard</li> <li>• White: 36.0 points above standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: 67.3%</li> <li>English Learners: 70.6%</li> <li>Socioeconomically Disadvantaged: 65.2%</li> <li>Students with Disabilities: 67.1%</li> <li>Hispanic: 58.3%</li> <li>White: 73.2%</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: <math>\geq 50\%</math></li> <li>English Learners: <math>\geq 50\%</math></li> <li>Socioeconomically Disadvantaged: <math>\geq 50\%</math></li> <li>Students with Disabilities: <math>\geq 50\%</math></li> <li>African American: <math>\geq 50\%</math></li> <li>Asian: <math>\geq 50\%</math></li> <li>Hispanic: <math>\geq 50\%</math></li> <li>White: <math>\geq 50\%</math></li> </ul>	
2.11	Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth	2023-24: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI: 1.11 (CGP: 87th percentile)</li> <li>English Learners: CGI: 2.37 (CGP: )</li> </ul>			2026-27: (Fall to Spring) <ul style="list-style-type: none"> <li>All Students: CGI <math>\geq 0</math> (CGP <math>\geq 50</math>th percentile)</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	norms (Source: NWEA MAP)	99th percentile) <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged : CGI: 1.01 (CGP: 84th percentile)</li> <li>Students with Disabilities: CGI: 1.50 (CGP: 93rd percentile)</li> <li>African American: CGI: 1.22 (CGP: 89th percentile)</li> <li>Hispanic: CGI: 0.50 (CGP: 69th percentile)</li> <li>White: CGI: 1.54 (CGP: 94th percentile)</li> </ul>			<ul style="list-style-type: none"> <li>English Learners: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> <li>Socioeconomically Disadvantaged: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> <li>Students with Disabilities: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> <li>African American: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> <li>Asian: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>Hispanic: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> <li>White: CGI <math>\geq</math> 0 (CGP <math>\geq</math> 50th percentile)</li> </ul>	
2.12	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)	2022-23: (2023 Dashboard) 73.1%			2025-26: (2026 Dashboard) $\geq$ 50.0%	
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 35.5%			2025-26: (CDE DataQuest) $\geq$ 10.0%	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: <ul style="list-style-type: none"> <li>All Students: 52.52%</li> <li>English Learners: 0.00%</li> <li>Socioeconomic ally</li> </ul>			2025-26: <ul style="list-style-type: none"> <li>All Students: <math>\geq</math> 50.00%</li> <li>English Learners: <math>\geq</math> 5.00%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged : 44.23% <ul style="list-style-type: none"> <li>• Students with Disabilities: 24.19%</li> <li>• Two or More Races: 46.16%</li> <li>• African American: *</li> <li>• Asian: 63.63%</li> <li>• Hispanic: 46.42%</li> <li>• White: 58.70%</li> </ul>			<ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: &gt;= 45.00%</li> <li>• Students with Disabilities: &gt;= 27.00%</li> <li>• Two or More Races: &gt;= 45.00%</li> <li>• Asian: &gt;= 60.00%</li> <li>• Hispanic: &gt;= 45.00%</li> <li>• White: &gt;= 55.00%</li> </ul>	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.



A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Teacher salary and benefits: Resource: Title I; Amount: \$17,640.13</li> </ul>	\$1,616,730.71	No
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that</p>	\$60,342.90	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Professional development expenses: Resource: Title II; Amount: \$11,621.84</li> </ul>		
<b>2.3</b>	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study</p>	\$327,979.99	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>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"> <li>• Educational Software:: Resource: 4127 Title IV, Part A ESEA (ESSA); Amount: \$3,370.8</li> <li>• Title I: 4340 Educational Software: \$31,350.84</li> </ul>		
2.4	Designated and integrated ELD programs and support for ELs	<p>Charter School will provide services to ELs, including newcomers and LTELs, 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, including newcomers and LTELs, regarding annual assessments, program</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$941,370.12	No

Action #	Title	Description	Total Funds	Contributing
		Instructional Aide Salary and Benefits: Title I ; Amount: \$12,312.66		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

It is the Charter School’s vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 22%			2026-27: >= 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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)	2023-24: (As of 5/20/24) 97%			2026-27: >= 90%	
3.3	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)	2023-24: (As of 5/20/24) 98%			2026-27: >= 80%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college/career 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>	\$0.00	Yes
3.2	STEM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and 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 STEM program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1.06	Yes



Action #	Title	Description	Total Funds	Contributing
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student 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 may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.</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: Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: \$848</p>	\$848.00	Yes
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School	\$232,371.49	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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: Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$742</p>		
3.5	Additional programs and activities that support well-rounded education	<p>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 (LOTE), 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, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.</p>	\$449,313.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7			2026-27: >= 8	
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 0			2026-27: >= 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 25			2026-27: >= 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 2.9%			2026-27: >= 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.98%			2026-27: (P-2 ADA) >= 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 21.6%			2025-26: (2026 Dashboard) <= 20.0%	
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%			2026-27: <= 2.0%	
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.5%			2025-26: (2026 Dashboard) <= 2.5%	
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2025-26: (CDE DataQuest) <= 0.50%	
4.10	School experience survey "participation rates" by students,	2023-24: Students: 94.1% Families: 65.0%			2026-27: Students: >= 95.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	families, and staff (Source: Local Indicator Priority 6, Panorama Education)	Staff: 100.0%			Families: >= 75.0% Staff: >= 95.0%	
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 68.0% Families: 96.0% Staff: 88.0%			2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%	
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 82% Families: 95% Staff: 97%			2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%	
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 88.57%			2026-27: (Spring 2026 to Fall 2026) >= 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of	\$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family 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	Building relationships and partnerships with families for student outcomes	<p>Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. 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 also support families</p>	\$204,005.62	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>to understand and exercise their legal rights and advocate for their own students and all students. 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> <ul style="list-style-type: none"> <li>• Stipends for home visits and Professional Services: Resource: Title I, Part A; Amount: \$6,207.31</li> </ul>		
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills 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</p>	\$305,877.54	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, 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"> <li>• Educational Software for MTSS : Resource: Title IV, Part A; Amount: \$5,300</li> <li>• Instructional Supplies: Resource: Title I; Amount: \$2,104.1</li> </ul>		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, 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 about the school and suggestions for improvement. This feedback	\$2,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Professional Services paid with Title I: \$2,120</li> </ul>		
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of 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: Community Schools Coordinator 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>	\$271,620.19	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$319,498	\$47,925

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.927%	0.000%	\$0.00	6.927%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Healthy and nutritious meals</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There</p>	<p>MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is a need to provide all our students with healthy and nutritious meals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary</p>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	<p><b>Action:</b> Professional development for high-quality instruction</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li> <li>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.</p>	<p>standard on the CAASPP- ELA/Literacy assessments (Source: CDE DataQuest)</p> <ul style="list-style-type: none"> <li>• Distance from Standard (DFS) on the CAASPP- ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.3</b></p>	<p><b>Action:</b> MTSS - Academic enrichment, intervention, and student support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.</p>	<p>TeachBoost/SchoolMint Grow)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment from fall to spring (Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>School Dashboard)</p> <ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> </ul>
<p><b>2.4</b></p>	<p><b>Action:</b> Designated and integrated ELD programs and support for ELs</p> <p><b>Need:</b></p>	<p>Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD</p>	<p>Goal 2: For all students, but particularly for the EL and LTEL student groups:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated</p>	<ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.</p>	<p>(Source: NWEA MAP)</p> <ul style="list-style-type: none"> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</li> <li>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<ul style="list-style-type: none"> <li>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)</li> <li>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li> <li>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p> <ul style="list-style-type: none"> <li>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)</li> </ul>
<p><b>3.1</b></p>	<p><b>Action:</b> College/Career readiness programs and activities</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>School experience survey "overall satisfaction rates" based on the responses of our students to the question,</li> </ul>



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			<p>"Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>3.2</b></p>	<p><b>Action:</b> STEM and GATE programs</p> <p><b>Need:</b> Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.</p>	<p>Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM 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 computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)</li> <li>• 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)</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>	<p>supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.</p>	<ul style="list-style-type: none"> <li>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)</li> </ul>
3.3	<p><b>Action:</b> Digital literacy and citizenship programs</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-</p>	<p>With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with</p>	<p>Goal 3:</p> <ul style="list-style-type: none"> <li>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:</li> </ul>

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	<p>income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.</p>	<p>Local Indicator Priority 7, SIS)</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Physical education, activity, and fitness</p> <p><b>Need:</b> Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality</p>	<p>MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>physical education and extracurricular activities do better academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>3.5</b></p>	<p><b>Action:</b> Additional programs and activities that support well-rounded education</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs</p>	<p>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 (LOTE), 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,</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate (Source: CA</li> </ul>

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	<p>such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.</p>	<p>School Dashboard, SIS)</p> <ul style="list-style-type: none"> <li>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am</li> </ul>

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			<p>satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)</p>
<p><b>4.1</b></p>	<p><b>Action:</b> Seeking family input for decision-making</p> <p><b>Need:</b> It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide</p>	<p>Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds 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 and family engagement policy and school-student-parent compact. In</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li> <li>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic</li> </ul>

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	<p>multiple channels to engage parents in decision making.</p> <p><b>Scope:</b> LEA-wide</p>	<p>addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.2</b></p>	<p><b>Action:</b> Building relationships and partnerships with families for student outcomes</p> <p><b>Need:</b></p>	<p>In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>• Percentage of students who have received a grade of "C" or</li> </ul>

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	<p>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in</p>	<p>better in core subjects and electives (Source: SIS)</p> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)</li> <li>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</li> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• High School Dropout Rate</li> </ul>



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		<p>building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>(Source: CDE DataQuest, CALPADS)</p> <ul style="list-style-type: none"> <li>• Graduation Rate (Source: CALPADS, CA School Dashboard)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms;</li> </ul>

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			<p>safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.3</b></p>	<p><b>Action:</b> MTSS - PBIS and SEL support</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities.</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and</li> </ul>

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	<p>These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and</p>	<p>electives (Source: SIS)</p> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>• Average Daily Attendance (ADA) Rate (Source: SIS)</li> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in</li> </ul>

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		<p>needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.</p>	<p>the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>4.4</b></p>	<p><b>Action:</b> Annual educational partner surveys</p> <p><b>Need:</b> It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement</p>	<p>Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> <li>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>are so we can continue to provide our students with the best quality education.</p> <p><b>Scope:</b> LEA-wide</p>	<p>current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>6, Panorama Education)</p> <ul style="list-style-type: none"> <li>School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>
<p><b>4.5</b></p>	<p><b>Action:</b> Community outreach and partnerships</p> <p><b>Need:</b> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack</p>	<p>Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and</p>	<p>Goal 2:</p> <ul style="list-style-type: none"> <li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li> </ul> <p>Goal 4:</p> <ul style="list-style-type: none"> <li>Average Daily Attendance</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.</p>	<p>(ADA) Rate (Source: SIS)</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li> <li>• Middle School Dropout Rate (Source: CALPADS)</li> <li>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li> <li>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li> <li>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)            (Source: Local Indicator Priority 6, Panorama Education)</p> <ul style="list-style-type: none"> <li>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators."            (Source: Local Indicator Priority 6, Panorama Education)</li> </ul>



**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA San Diego will utilize the concentration grant add-on funds (\$47,925) in the following manner:

MSA San Diego is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,612,673	\$319,498	6.927%	0.000%	6.927%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,535,654.08	\$1,827,588.61	\$31,800.00	\$291,377.76	\$6,686,420.45	\$3,855,924.58	\$2,830,495.87

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	\$0.00	\$35,970.00	\$35,970.00				\$35,970.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	\$139,945.74	\$302,688.90	\$334,671.10	\$107,000.00		\$963.54	\$442,634.64	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	\$30,325.54	\$1,111,091.40	\$1,141,416.94				\$1,141,416.94	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$39,355.68	\$29,560.00	\$68,915.68				\$68,915.68	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	\$0.00	\$584,627.57	\$573,371.43	\$11,256.14			\$584,627.57	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	\$1,566,730.71	\$50,000.00	\$1,273,115.80	\$325,974.78		\$17,640.13	\$1,616,730.71	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$60,342.90	\$23,481.06	\$4,240.00		\$32,621.84	\$60,342.90	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$269,811.58	\$58,168.41	\$162,692.05	\$130,566.30		\$34,721.64	\$327,979.99	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$727,154.02	\$214,216.10	\$186,683.50	\$742,373.96		\$12,312.66	\$941,370.12	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1.06	\$1.06				\$1.06	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$848.00				\$848.00	\$848.00	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$214,721.49	\$17,650.00	\$231,629.49			\$742.00	\$232,371.49	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$248,436.23	\$200,876.77	\$67,463.32	\$350,049.68	\$31,800.00		\$449,313.00	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$275.00	\$275.00				\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$109,414.06	\$94,591.56	\$123,798.31			\$80,207.31	\$204,005.62	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$279,409.34	\$26,468.20	\$271,169.34	\$27,304.10		\$7,404.10	\$305,877.54	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,120.00				\$2,120.00	\$2,120.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$230,620.19	\$41,000.00	\$41,000.00	\$128,823.65		\$101,796.54	\$271,620.19	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,612,673	\$319,498	6.927%	0.000%	6.927%	\$990,425.31	0.000%	21.472 %	<b>Total:</b>	\$990,425.31
								<b>LEA-wide Total:</b>	\$990,425.31
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$68,915.68	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,481.06	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,692.05	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	\$0.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1.06	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$231,629.49	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,463.32	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$123,798.31	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$271,169.34	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,279,412.00	\$6,414,750.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$25,970	\$35,970.00
1	1.2	Instructional materials and technology	No	\$462,340	\$462,339.75
1	1.3	Clean and safe facilities that support learning	No	\$1,098,342	\$1,188,916.94
1	1.4	Healthy and nutritious meals	Yes	\$59,377	\$54,526.56
1	1.5	Well-orchestrated Home Office support services	No	\$583,763	\$584,627.85
2	2.1	Broad course of study and standards-based curriculum	No	\$1,556,496	\$1,534,977.75
2	2.2	Professional development for high-quality instruction	Yes	\$29,643	\$39,342.90
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$303,753	\$309,882.67
2	2.4	Designated and integrated ELD programs	Yes		
2	2.5	Support for students with disabilities	No	\$967,153	\$973,702.64
3	3.1	College/Career readiness programs and activities	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEAM and GATE programs	Yes	\$1	\$1.06
3	3.3	Digital literacy and citizenship programs	Yes	\$848	\$848.00
3	3.4	Physical education, activity, and fitness	Yes	\$223,025	\$225,074.60
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$390,777	\$402,991.23
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$196,187	\$196,187.30
4	4.3	MTSS - PBIS and SEL support	Yes	\$255,542	\$264,666.52
4	4.4	Annual educational partner surveys	Yes	\$2,120	\$2,120.00
4	4.5	Community outreach and partnerships	Yes	\$124,075	\$138,574.59



# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$322,450	\$806,290.42	\$869,584.28	(\$63,293.86)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$27,560.00	\$54,526.55		
2	2.2	Professional development for high-quality instruction	Yes	\$13,781.06	\$23,481.06		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$291,615.95	\$144,594.72		
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes	\$1.06	\$1.06		
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.4	Physical education, activity, and fitness	Yes	\$217,282.60	\$224,332.59		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$12,190.00	\$31,710		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$163,202.39	\$119,979.98		
4	4.3	MTSS - PBIS and SEL support	Yes	\$52,037.36	\$229,958.32		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual educational partner surveys	Yes	\$2,120.00			
4	4.5	Community outreach and partnerships	Yes	\$26,500.00	\$41,000		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,912,547	\$322,450	0.000%	8.241%	\$869,584.28	0.000%	22.226%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

**Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).