

# 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

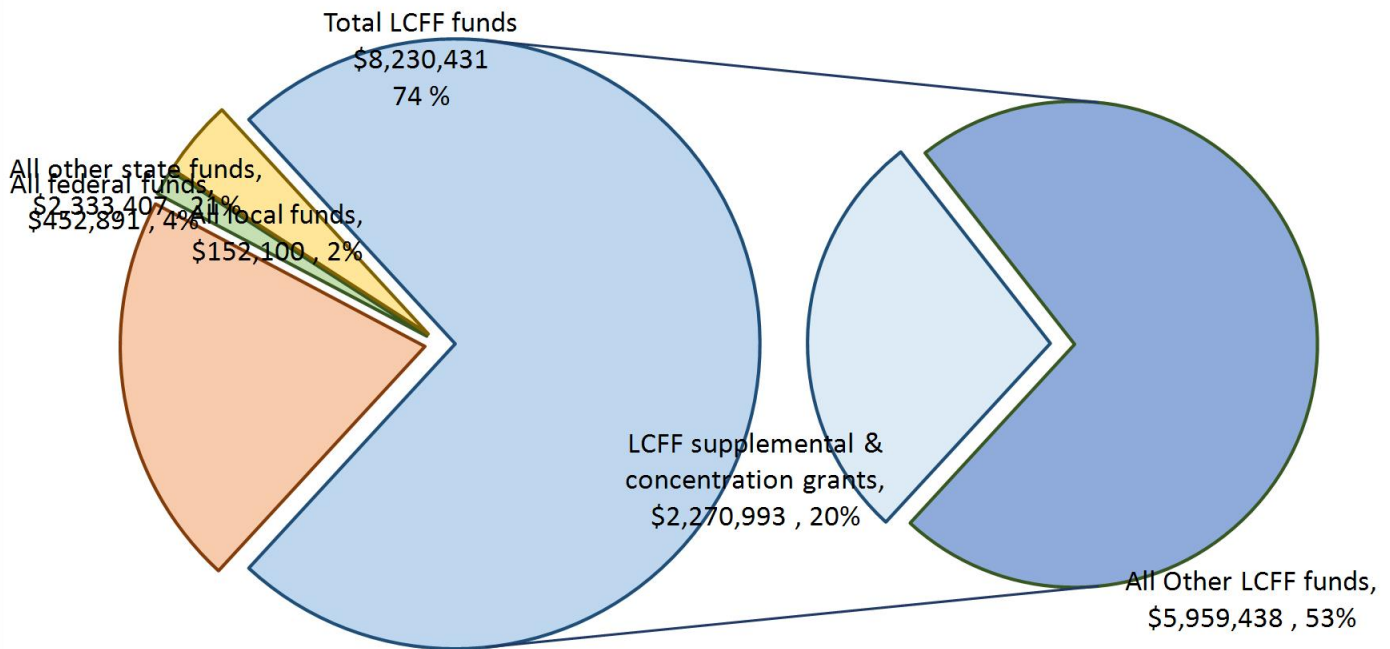
dgarner@magnoliapublicschools.org

(818) 758-0300

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

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

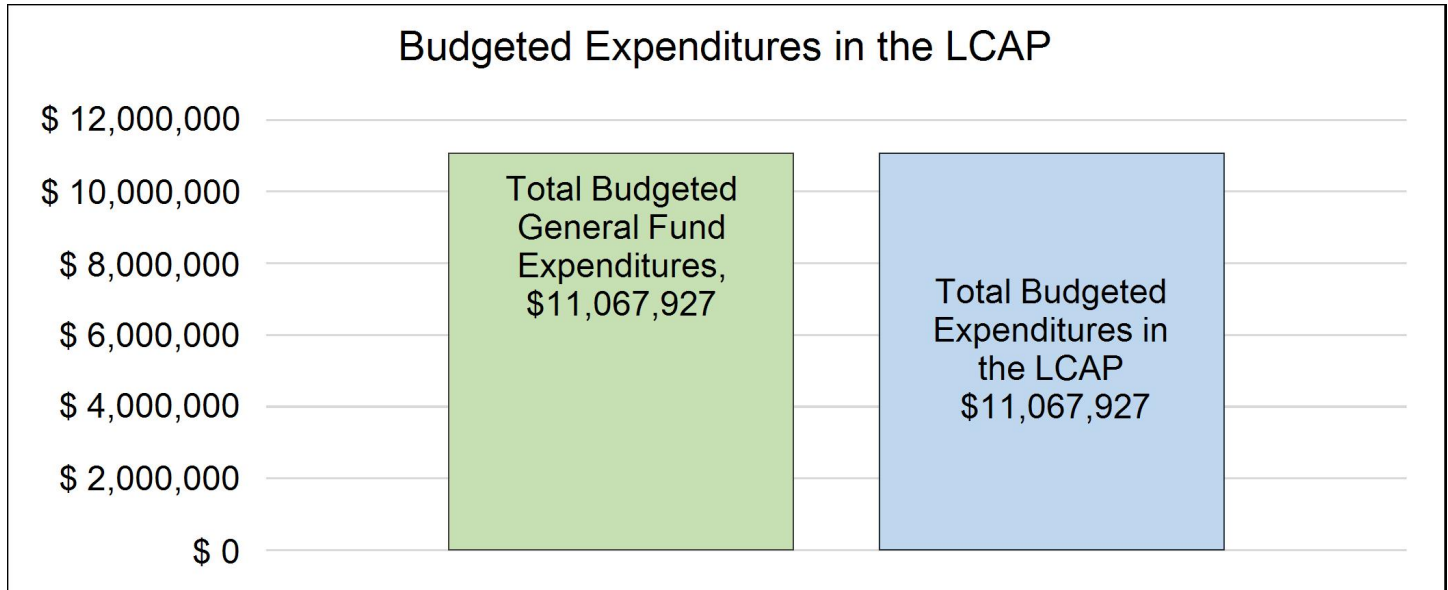


This chart shows the total general purpose revenue Magnolia Science Academy 2 expects to receive in the coming year from all sources.

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,

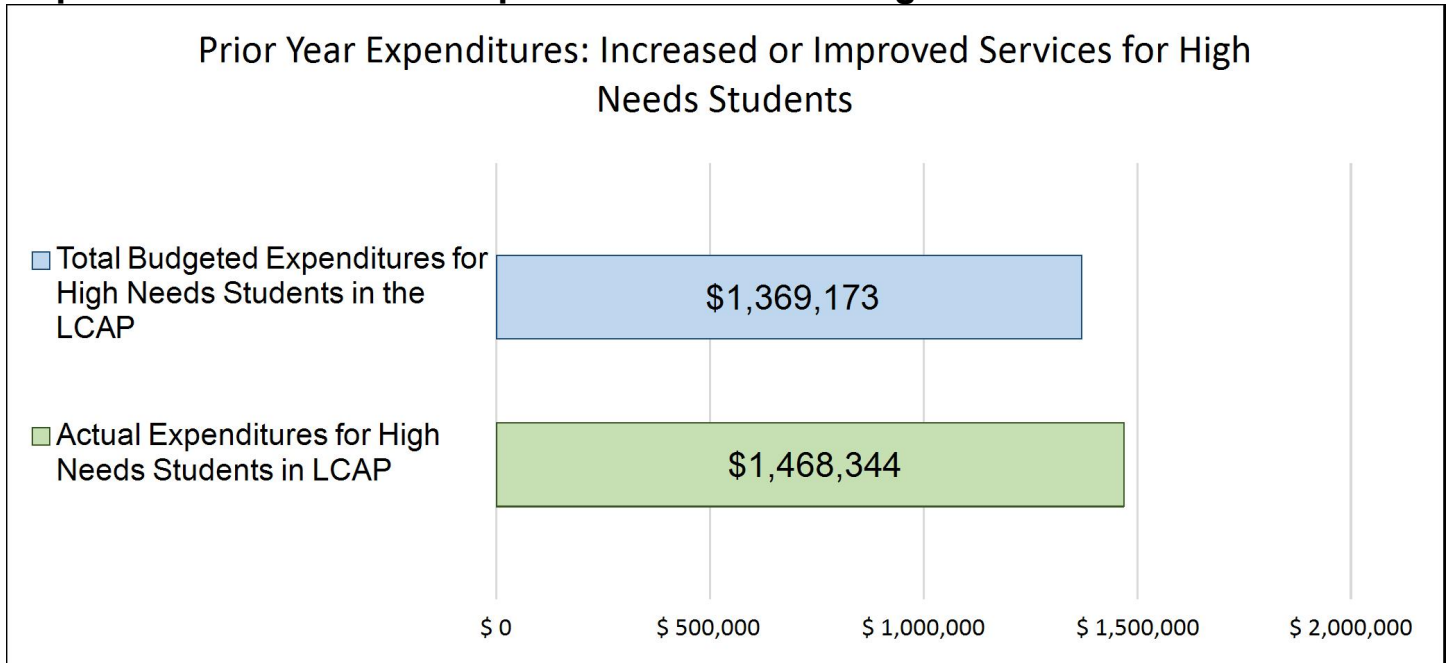
MTSS,

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.

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 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.

---

**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”).

- --

## 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

- --

**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.

- --

#### 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)
--

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)	<p>below standard</p> <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>			<p>53.0 points below standard</p> <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)
---

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)
---

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>

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:

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
-------------------	--------------------	---	------------------------------------

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-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).

California Department of Education  
November 2023