

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy San Diego
CDS Code:	37-68338-0109157
LEA Contact Information:	Name: Gokhan Serce Position: Principal Email: gserce@magnoliapublicschools.org Phone: (619) 644-1300
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,660,985
LCFF Supplemental & Concentration Grants	\$263,760
All Other State Funds	\$706,901
All Local Funds	\$55,000
All federal funds	\$356,464
Total Projected Revenue	\$4,779,350

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4,780,734
Total Budgeted Expenditures in the LCAP	\$4,780,734
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,023,536
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$56,750
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$59,829

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$759,776
2020-21 Difference in Budgeted and Actual Expenditures	\$3,079

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

LCFF Budget Overview for Parents

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CDS Code: 37-68338-0109157

School Year: 2021-22

LEA contact information:

Gokhan Serce

Principal

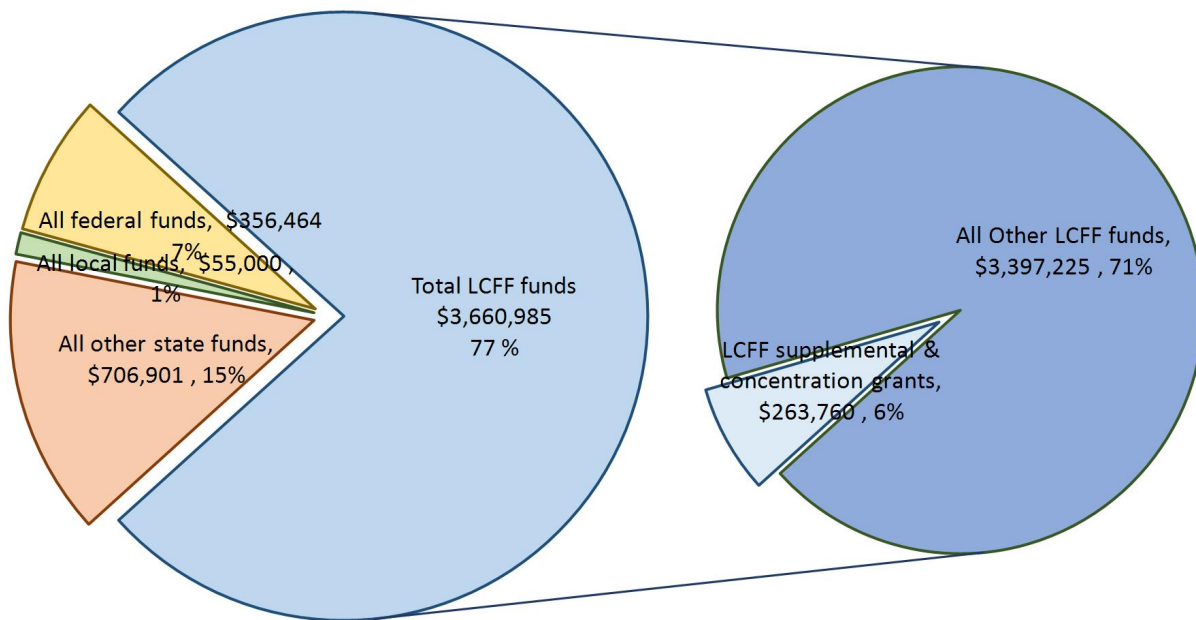
gserce@magnoliapublicschools.org

(619) 644-1300

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



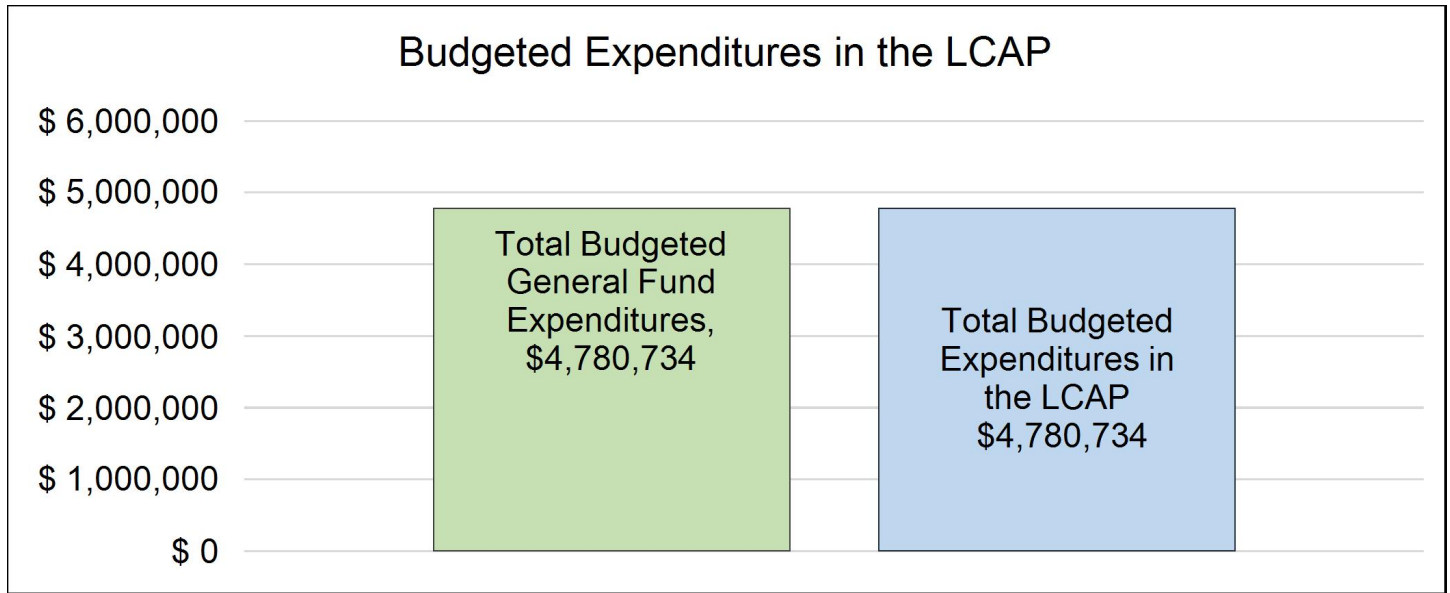
This chart shows the total general purpose revenue Magnolia Science Academy San Diego expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy San Diego is \$4,779,350, of which \$3,660,985 is Local Control Funding Formula (LCFF), \$706,901 is other state funds, \$55,000 is local

funds, and \$356,464 is federal funds. Of the \$3,660,985 in LCFF Funds, \$263,760 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Magnolia Science Academy San Diego plans to spend \$4,780,734 for the 2021-22 school year. Of that amount, \$4,780,734 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

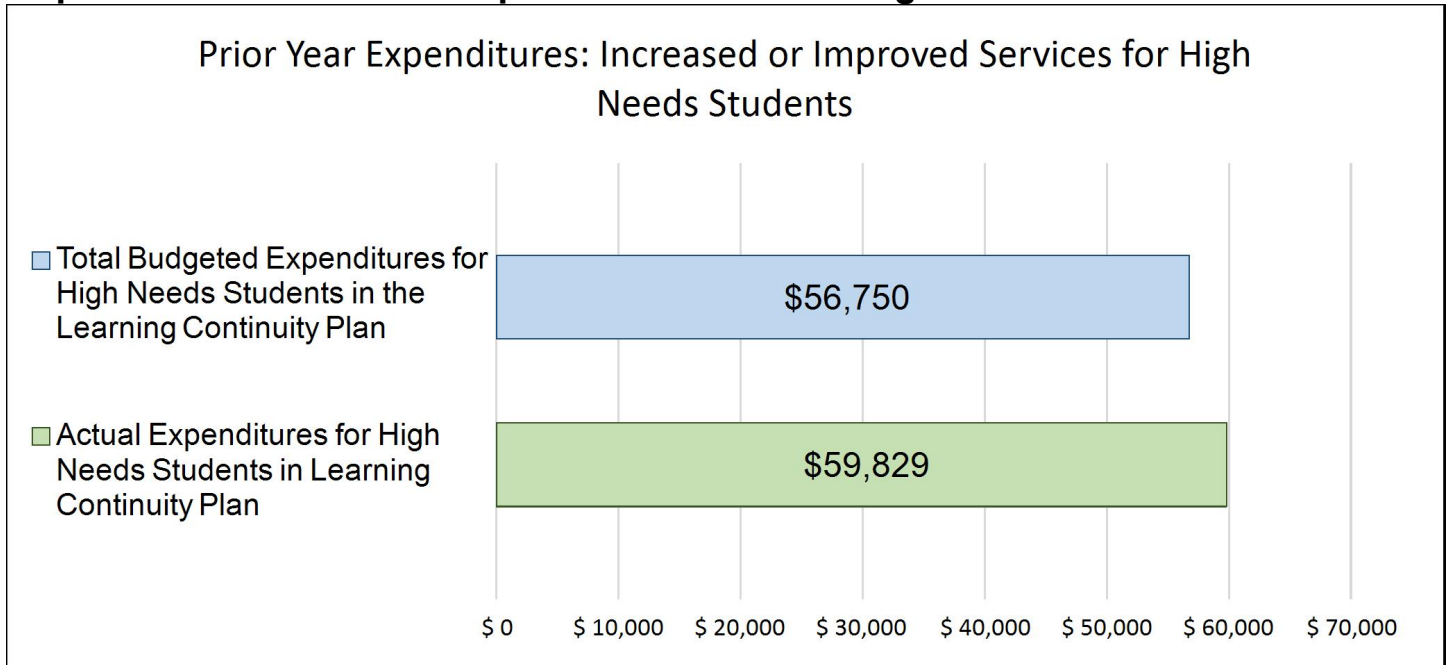
All general fund budget expenditures have been included in the LCAP.

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

In 2021-22, Magnolia Science Academy San Diego is projecting it will receive \$263,760 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy San Diego plans to spend \$1,023,536 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Magnolia Science Academy San Diego's Learning Continuity Plan budgeted \$56,750 for planned actions to increase or improve services for high needs students. Magnolia Science Academy San Diego actually spent \$59,829 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Principal	gserce@magnoliapublicschools.org 6196441300

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of state standards implementation for all students</p> <p>19-20 100%</p>	<p>2019-20: 100%</p>

Expected	Actual
<p>Baseline 100%</p>	
<p>Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing</p> <p>19-20 90%</p> <p>Baseline 90%</p>	<p>2019-20: 90%</p>
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP- ELA/Literacy assessments (Grades 3-8):</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners:3 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</p> <p>Students with Disabilities: 3 percentage points up from the prior year</p> <p>Hispanic: 3 percentage points up from the prior year</p> <p>White: 2 percentage points up from the prior year</p> <p>Baseline</p>	<p>2018-19: All Students: 69.31% English Learners: 40.00% Socioeconomically Disadvantaged: 54.13% Students with Disabilities: 28.07% Hispanic: 69.60% White: 73.17%</p>

Expected	Actual
<p>2016-17 (Baseline):</p> <p>All Students: 68%</p> <p>English Learners: 46%</p> <p>Socioeconomically Disadvantaged: 54%</p> <p>Students with Disabilities: 23%</p> <p>Hispanic: 61%</p> <p>White: 71%</p>	
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 2 points up from the prior year</p> <p>English Learners: 2 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 2 points up from the prior year</p> <p>Baseline 2016-17 (Baseline):</p>	<p>2018-19:</p> <p>All Students: 41.00 points above standard</p> <p>English Learners: 8.3 points above standard</p> <p>Socioeconomically Disadvantaged: 8.6 points above standard</p> <p>Students with Disabilities: 53.9 points below standard</p> <p>Hispanic: 34.00 points above standard</p> <p>White: 46.7 points above standard</p>

Expected	Actual
<p>All Students: 30.9 points above standard</p> <p>English Learners: 31.3 points below standard</p> <p>Socioeconomically Disadvantaged: 4.1 points below standard</p> <p>Students with Disabilities: 63.2 points below standard</p> <p>Hispanic: 18 points above standard</p> <p>White: 36.7 points above standard</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP- Mathematics assessments (Grades 3-8):</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 3 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p> <p>White: 2 percentage points up from the prior year</p>	<p>2018-19: All Students: 60.62% English Learners: 26.67% Socioeconomically Disadvantaged: 41.29% Students with Disabilities: 22.81% Hispanic: 54.40% White: 67.68%</p>

Expected	Actual
<p>Baseline 2016-17 (Baseline):</p> <p>All Students: 59%</p> <p>English Learners: 23%</p> <p>Socioeconomically Disadvantaged: 42%</p> <p>Students with Disabilities: 25%</p> <p>Hispanic: 47%</p> <p>White: 65%</p>	
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 2 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p>White: 2 points up from the prior year</p>	<p>2018-19:</p> <p>All Students: 21.8 points above standard</p> <p>English Learners: 21.4 points below standard</p> <p>Socioeconomically Disadvantaged: 18.5 points above standard</p> <p>Students with Disabilities: 74.7 points below standard</p> <p>Hispanic: 8.7 points above standard</p> <p>White: 32 points above standard</p>

Expected	Actual
<p>Baseline 2016-17 (Baseline):</p> <p>All Students: 26.7 points above standard</p> <p>English Learners: 25.1 points below standard</p> <p>Socioeconomically Disadvantaged: 12.1 points below standard</p> <p>Students with Disabilities: 67 points below standard</p> <p>Hispanic: 0.8 points above standard</p> <p>White: 40.8 points above standard</p>	
<p>Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p>19-20 2 percentage points up from the prior year</p> <p>Baseline 77%</p>	53.3%
<p>Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p> <p>19-20 5 percentage point up from the prior year</p> <p>Baseline 16%</p>	27.8%
<p>Metric/Indicator</p>	78%

Expected	Actual
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p> <p>19-20 1 percentage point up from the prior year</p> <p>Baseline 90%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>BTSA expenses 5000-5999: Services And Other Operating Expenditures Base \$4,000</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>	<p>BTSA Expenses 5000-5999: Services And Other Operating Expenditures Base 0.00</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures Base 0.00</p>
<p>Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.</p>	<p>Books 4000-4999: Books And Supplies Base \$10,000</p> <p>Supplies & Material 4000-4999: Books And Supplies Base \$19,000</p> <p>Equipment 4000-4999: Books And Supplies Base \$10,000</p>	<p>Books 4000-4999: Books And Supplies Base 153</p> <p>Supplies & Material 4000-4999: Books And Supplies Base 18500</p> <p>Equipment (Chromebook purchase included , which is also included in the fixed asset) 4000-4999: Books And Supplies Base \$9,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Equipment 4000-4999: Books And Supplies Donations 17,000</p>	<p>Equipment 4000-4999: Books And Supplies Donations 17500</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Operations and House Keeping,Maintenance 5000-5999: Services And Other Operating Expenditures Base \$68,000</p> <p>Custodian Benefits 3000-3999: Employee Benefits Base 23,310</p> <p>Custodian salary 2000-2999: Classified Personnel Salaries Base 38,551</p>	<p>Operations and House Keeping,Maintenance 5000-5999: Services And Other Operating Expenditures Base 24,000</p> <p>Custodian Benefits 3000-3999: Employee Benefits Base 23,600</p> <p>Custodian Salary 2000-2999: Classified Personnel Salaries Base 41,000</p>
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Base \$1,800</p>	<p>PD 1000-1999: Certificated Personnel Salaries Title II 2500</p> <p>TeachBoost 5000-5999: Services And Other Operating Expenditures Title IV 1800</p>
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and</p>	<p>EL Coordinator salary 2000-2999: Classified Personnel Salaries Title I \$19,400</p>	<p>EL Coordinator salary 2000-2999: Classified Personnel Salaries Title I 19,400</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated Student Group(s)</p> <p>Locations All Schools</p>	<p>Benefits 2000-2999: Classified Personnel Salaries Title I \$8,400</p>	<p>Benefits 2000-2999: Classified Personnel Salaries Title I \$8,400</p>
<p>Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction.</p> <p>Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Title II 0</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Title II 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Special Education \$30,000</p>	<p>Intervention teacher salaries (Study Skills) 1000-1999: Certificated Personnel Salaries Special Education 30,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>After school tutoring 1000-1999: Certificated Personnel Salaries Base \$20,000</p>	<p>After school tutoring 1000-1999: Certificated Personnel Salaries Base 20,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Deans of academics salary 1000-1999: Certificated Personnel Salaries Base \$87,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$26,400</p> <p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Title IV \$5,600</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Base \$1,800</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$3,600</p>	<p>Dean of Academics Salary 1000-1999: Certificated Personnel Salaries Base 86,112</p> <p>Benefits 3000-3999: Employee Benefits Base 29,040</p> <p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Title IV 4,800</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Base \$1,875</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$3,600</p>

Goal Analysis

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

Goal 1: Action 1: Planned: \$7,000 Actual: \$0 .Due to credentialed teachers there was no need for a BTSA and EL Authorization Expenditure.

Goal 1: Action 2: Planned: \$56,000 Actual: \$45,153 The difference is due to not meeting the expected enrollment increase. As a result we didn't purchase extra books and supplies.

Goal 1: Action 3: Planned: \$129,861 Actual: \$88,600. We were planning to add additional custodial service and also to retrofit the restrooms. Although the regular custodial and facility expenditures took place the additional plans didn't take place due to not meeting enrollment target.

Goal 1: Action 4: Planned: \$6,800 Actual: \$4,300 The school was closed for about three months due COVID-19 and teachers attended virtual and free PDs instead.

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

During the 2019-20 school year, we had to close the school for in person learning in March 2020 and go to Distance Learning because of the COVID pandemic. As a result of this, we didn't administer CAASPP standardized assessments in English and Math, or our internal spring assessment (NWEA MAP) both areas to see growth from fall to spring. We did give the MAP assessment in Fall 2020. We were also not able to give the Summative ELPAC assessment during the spring semester, so our reclassification rates were not indicative of the instruction the students received over the course of the year. After school clubs and tutoring continued virtually throughout second semester.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries Base \$1,027,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$387,000</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries Base \$1,027,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$387,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations \$36,000</p>	<p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations \$26,135</p>
<p>Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Principal and 1 Dean of Academics salaries (Dean salary is included in goal 1) 1000-1999: Certificated Personnel Salaries Base \$103,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$34,140</p>	<p>1 Principal and 1 Dean of Academics salaries (Dean salary is included in goal 1) 1000-1999: Certificated Personnel Salaries Base 103,000</p> <p>Benefits 3000-3999: Employee Benefits Base 34,140</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Accelerated/Advanced Math teacher salary and benefits</p> <p>(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries Base \$55,000</p>	<p>Accelerated/Advanced Math teacher salary and benefits</p> <p>(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries Base \$55,000</p>
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries Base \$77,500</p> <p>Benefits 3000-3999: Employee Benefits Base \$28,800</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries Base 77,500</p> <p>Benefits 3000-3999: Employee Benefits Base 28,800</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Science materials (Duplicate) 4000-4999: Books And Supplies Base 0</p> <p>Academic competitions, steam expo expenses 5000-5999: Services And Other Operating Expenditures Base \$4,500</p>	<p>Science materials (Duplicate) 4000-4999: Books And Supplies Base 0</p> <p>Academic competitions, steam expo expenses 5000-5999: Services And Other Operating Expenditures Base \$600</p>

Goal Analysis

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

Goal 2: Action 1- Planned expenditures for field trips: \$36000 Actual: 26,135. Due to the Covid-19 School closures we were not able to do the end of year field trips.

Goal 2: Action 5- Planned expenditures for Academic Competitions and STEA Expos: \$4,500 Actual: \$500. Due to the Covid-19 School closures we were not able to attend most of the competitions and host the annual San Diego STEAM Expo.

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

We provided all courses, electives, programs, and services outlined in our charter petition; specific programs and services are dependent on student need and interest. Our master schedule is designed to meet the needs of all students. We sent surveys to our students to gauge their interests when we started making the master schedule and were able to use student and teacher feedback. In this year of Distance Learning, competing in different competitions was put on hold. Still, we were able to participate in Robotics competition and won the 1st place. Although we were able to do Holiday STEAM Expo event and attended San Diego Festival of Science and Engineering we could not have a school-wide or MPS-wide STEAM EXPO because of the restrictions placed upon California due to the pandemic. 8th grade promotion was done as a drive through event and streamed live on Instagram.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of SSC meetings per year</p> <p>19-20 4</p> <p>Baseline 3</p>	<p>2019-20: 3</p>
<p>Metric/Indicator Number of PTF meetings per year</p> <p>19-20 4</p> <p>Baseline 8</p>	<p>2019-20: 8</p>
<p>Metric/Indicator Number of activities/events for parent involvement per year</p> <p>19-20 5</p> <p>Baseline 5</p>	<p>2019-20: 10</p>

Expected	Actual
<p>Metric/Indicator Frequency of SIS record updates</p> <p>19-20 Daily/Weekly</p> <p>Baseline Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p>Metric/Indicator Number of progress reports sent to parents per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Percentage of students who have been home-visited by the teachers per year</p> <p>19-20 15%</p> <p>Baseline 12%</p>	<p>2019-20: 17</p>
<p>Metric/Indicator ADA rate</p> <p>19-20 96.5%</p> <p>Baseline 96.3%</p>	<p>2019-20: 95.8%</p>
<p>Metric/Indicator Chronic absenteeism rate</p> <p>19-20 7%</p> <p>Baseline</p>	<p>2019-20: 5.5%</p>

Expected	Actual
5%	
Metric/Indicator Middle school dropout rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator Student suspension rate 19-20 1% Baseline 1%	2019-20: 2.5%
Metric/Indicator Student expulsion rate 19-20 0% Baseline 0%	2019-20: 0.2%
Metric/Indicator School experience survey participation rates 19-20 Students: 85% Families: 55% Staff: 85% Baseline Students: 94%	2019-20: Students: 94.7% Families: 64.9% Staff: 96.9%

Expected	Actual
Families: 32% Staff:84%	
Metric/Indicator School experience survey average approval rates 19-20 Students: 60% Families: 95% Staff: 85% Baseline Students: 67% Families: 96% Staff: 72%	2019-20: Students: 62% Families: 96% Staff: 90%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	Parent meeting expenses 4000-4999: Books And Supplies Base \$1,000	Parent meeting expenses 4000-4999: Books And Supplies Base \$1,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies Base \$2,000</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies Base \$0</p>
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Illuminate SIS & DnA (Duplicate) 5000-5999: Services And Other Operating Expenditures Base 0</p>	<p>Illuminate SIS & DnA (Duplicate) 5000-5999: Services And Other Operating Expenditures Base 0</p>
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I \$10,000</p>	<p>Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I \$3,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Dean of Culture salary 1000-1999: Certificated Personnel Salaries Base \$83,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$20,000</p>	<p>Dean of Culture 1000-1999: Certificated Personnel Salaries Base 80,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$30,000</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base \$88,000</p>	<p>1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base 92,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Benefits 3000-3999: Employee Benefits Base \$33,600</p> <p>School Cell Phones 5900: Communications Base \$1,500</p>	<p>Benefits 3000-3999: Employee Benefits Base 33,600</p> <p>School Cell Phones 5900: Communications Base \$1,500</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Dean of Students 1000-1999: Certificated Personnel Salaries Base \$89,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$21,380</p>	<p>Dean of Students 1000-1999: Certificated Personnel Salaries Base 93,000</p> <p>Benefits 3000-3999: Employee Benefits Base 30000</p>
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base \$2,800</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures Base \$1,500</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures Base 1,500</p>

Goal Analysis

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

Goal 3: Action 2: Planned: \$2,000 Actual: \$0 All the supplies for the parent activities were provided by PTF and parents.
Goal 3: Action 4: Planned: \$10,000 Actual: \$3,000 The school was closed for about three months due COVID-19 and teachers were not able to do more home visits.
Goal 3: Action 8: Planned: \$2,800 Actual: \$0. All the staff PDs took place through SDCOE and they were free. Also we used the PBIS Software "Kickboard" but it was purchased through MTSS funds under our consortium lead MSA-Santa Ana's budget.

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

We held SSC, ELAC, and PTF meetings through out the the school year, we continued with virtual meetings after the pandemic. We provided parents with access to our SIS and additionally sending home four Progress Reports and two Report Cards over the year, as well as offering Parent/Teacher Conferences. Home Visits were conducted by our teachers and admin - during the first semester they were in person, but we continued second semester with online Home Visits through Zoom. Our staff and admin acknowledged and encouraged positive student behavior and improvements. We administered school experience surveys to all our stakeholders, students, parents, and staff. These surveys play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great, what we should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. Our satisfaction rates for the families, staff, and students was at an all time high, with our stakeholders happy about how we conducted Distance Learning during the pandemic. Finally Principal Serce offered weekly coffee with principal meetings to give updates, answer parent questions and to provide work shops to help parents adjust to the new normal.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	\$44,000	12,000	No
Deep Cleaning and Disinfecting of Campus	\$10,000	20,000	No
Purchase of necessary Personal Protective Equipment for students and staff	\$15,000	30,000	No
Learning Platforms to Enhance Learning (Membean, BrainPop, NWEA MAP, etc.)	\$10,000	16,650	Yes

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

- 1- In order to provide instructional services in person we hired CNA to provide health screenings and temperature checks in the beginning of the year. Since we had hard time finding CNAs, we had 4 CNAs, all for short periods of time, an RN trained our essential staff to do screening. Due to our county tier we were not able to open in person until April 12 and as a result we ended up only spending 12k of the 44k Planned.
- 2- Initially we were planning to utilize only one custodian but due to stable groups guidance and need for additional disinfection we hired a company to do additional disinfection after school.
- 3- We initially planned only purchasing basic PPE such as masks, hand sanitizers etc. We ended up spending funds on hand washing stations, Isolation tents, air purifiers, sneeze guards, signage and more PPE to provide a safe environment for our students and staff.
- 4- Due to extended Distance learning we purchased more online tools to enhance learning.

Analysis of In-Person Instructional Offerings

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

One addition we have made this school year is the addition of a Certified Nurse's Assistant to conduct all the health screenings and temperature checks of all stakeholders who enter the school. Since we had hard time finding CNAs, we had 4 CNAs, all for short periods of time, an RN trained our essential staff to do screening. Deep cleaning and disinfecting the offices, classrooms, bathrooms, and all public areas, as well as the purchase of Personal Protective Equipment has been ongoing this school year. We bought plexiglass dividers for the main office and all teachers' and students' desks, as well as all desks in offices. We purchased hand sanitizing stations, cones and arrow signs to direct drop off and pick up traffic, signage posted all around the school, and mask wearing for everyone, as well as hiring a day and night service from a vendor to help with deep cleaning and daily disinfecting. We had in-person COVID testing for all staff and students on our campus before starting Hybrid Learning. Our learning platforms include NWEA MAP for internal assessments twice a year, as well as other programs to assist teachers in the classroom. We also continued providing support for our students with disabilities with OT, speech, adapted PE, counseling , etc. services through our service providers.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Internet hot spots	\$9,000	15,000	Yes
Purchase of Chromebooks	\$10,000	\$20,000	

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

Due to the distance learning we needed more hot spots and Chromebooks for 20-21 school year. We did fundraising to pay for the additional Chromebook needs.

Analysis of the Distance Learning Program

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

We offered a virtual Summer School during the month of July for all grades to mitigate the summer learning loss. Teachers started the beginning of August with Professional Development by admin, expert/lead teachers, and Home Office staff. During our weekly Staff Meetings and collaboration meetings with the different grade levels, Professional Development on Distance Learning strategies, attendance policies, PBIS strategies, and student engagement was continued. When school started, teachers enrolled all students in Google Classroom and school staff passed out Chromebooks and hotspots to all students who needed one. Before the school year started 100% of the students had access to a computer and internet. We provided digital versions of our curriculum through McGraw Hill. We monitored student attendance and engagement through our office clerk and SEAN (Student Engagement and Attendance Network) Team. SEAN team members made calls to families of students who were not attending and/or engaged in school activities.

Education Specialists and instructional aides continued supporting students with disabilities by entering Breakout Rooms and working with the students one on one. They continued annual IEP meetings on Zoom and included PowerPoint presentations so the parents had a visual representation of the IEP during the meeting. EL students were supported by all teachers and ELD standards were integrated in the lessons of all teachers. Teachers continued to hold tutoring and office hours for students. Saturday School was offered to mitigate learning loss.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	\$24,750	17,500	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps	\$8,000	7,500	Yes

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

Due to the distance learning, there was less interest in Summer School and Saturday School. Also, since the Summer School ended up being in Distance Learning, we had fewer expenses than planned

Analysis of Pupil Learning Loss

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

With additional training for teachers during summer in-service and an upgraded schedule with more support our Distance Learning 2.0 focused on offering live and total course time for all core classes and designated times for student support. Our teachers offered after-school tutoring on a daily basis. Our instructional aides provided 1-1 support sessions to our vulnerable students. Also our teachers held daily Office Hours where students were also able to talk to their teachers about assignments, projects, etc. Teachers also had a 40 minute asynchronous period after every live teaching session where they stayed and helped/retaught the students who needed the

support. Additional technology such as laptops, mics, additional monitors were purchased for the teachers and tech support is provided whenever they needed it. A targeted Saturday School program is created and offered to all high need students. Weekly 3 sessions of Math and ELA lessons offered to small groups of students to close the achievement gap.

Analysis of Mental Health and Social and Emotional Well-Being

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

For the entire school year our team created daily Zones of Regulations activities and presented to students during advisory class via YouTube and Facebook live streaming. The daily Donuts In the Morning presentation, hosted by 6 students and 3 staff members, helped all of our community members to connect during the distance learning. Also we provided weekly SEL lessons during SSR ,homeroom class ,that are aligned with our WIZARD WAY character education program. Our School counselor offered and counseling sessions to all students who needed extra SEL support.

During weekly staff meetings, all staff participated in mindfulness activities. We are also offering a referral service called CareSolace, which is open to all of our stakeholders. This program offers a referral service to parents, students, and students who need mental health services. We have also conducted two SEL-based surveys to our parents and staff, which have given us valuable information to plan SEL activities and professional development. We also encourage teachers to attend outside of school Professional Development on SEL strategies and then ask that they report back to the staff on what they learn.

Analysis of Pupil and Family Engagement and Outreach

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

We utilize staff, student and parent surveys with fidelity and reflect on them and make necessary changes as much as we can. 89% of our students indicated that “Overall, I am satisfied and would recommend this school to other students.” Given that we were in distance learning for nearly a year, the overall satisfaction rate is a testament to the dedication of our teachers who were determined to provide an engaging distance learning program for our student body. Moreover, it is a reflection of MSASD leadership’s guidance, coaching and efforts to adjust to the educational landscape that had many changes. The result was nearly a 10 point jump in overall satisfaction from the student population. (Connection piece- SSR, SEAN, Office hours) Our families recorded an overall satisfaction rate of 97%. We had a 2 point jump for our families. Finally our staff recorded an overall satisfaction rate of 100%.

We have increased our pupil and family engagement and outreach through our weekly newsletter Magnolia Times, Coffee with the Principal sessions every Friday, virtual assemblies, School Site Council and ELAC meetings, and multiple Town Hall meetings. It is through these avenues that our pupils and families can connect, participate, and engage with staff and home office members to voice any opinions and concerns. Over the course of this year we have been fully transparent in our learning modalities. We have presented dates and options for our pupils and families to feel comfortable in transitions back onto campus for Hybrid Learning.

Analysis of School Nutrition

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

School meals are essential to student health and academic success, and they are critical as families may continue to struggle financially due to the coronavirus pandemic. We offered weekly meal kit pick up dates for all of our families that are in need.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
			0	Yes
Mental Health and Social and Emotional Well-Being	KickBoard Positive Behavior System	\$5,000	3,179	Yes

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

We continued to use Kickboard Positive Behavior System to engage students during distance learning.

Overall Analysis

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

Our Distance learning experience helped us expand our ability to do more blended learning as part of our in-person instruction. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Hybrid Learning model started in April, 2021.

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

To mitigate the learning loss of students, we have increased math and Ela focused tutoring .Also added more Saturday school sessions. We have increased the length of our hours during summer school and purchased an additional supplemental curriculum, IXL, supporting math, ELA, science, and social studies.

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

In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and MTSS activities for all stakeholders. We have offered weekly coffee with principal meetings to address any parent concerns or to hear any suggestions from our stakeholders.

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

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

Our Distance learning experience helped us expand our ability to do more blended learning as part of our in-person instruction. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Hybrid Learning model started in April, 2021. To mitigate the learning loss of students, we have increased math and Ela focused tutoring .Also added more Saturday school sessions. We have increased the length of our hours during summer school and purchased an additional supplemental curriculum, IXL, supporting math, ELA, science, and social studies. In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and MTSS activities for all stakeholders. We have offered weekly coffee with principal meetings to address any parent concerns or to hear any suggestions from our stakeholders.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,508,581.00	2,446,055.00
Base	2,378,581.00	2,328,920.00
Donations	53,000.00	43,635.00
Special Education	30,000.00	30,000.00
Title I	41,400.00	34,400.00
Title II	0.00	2,500.00
Title IV	5,600.00	6,600.00
	10,000.00	34,400.00
	0.00	2,500.00
	0.00	6,600.00
	0.00	4,200.00
	0.00	4,200.00
	0.00	4,200.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,508,581.00	2,446,055.00
1000-1999: Certificated Personnel Salaries	1,494,000.00	1,496,612.00
1000-3000: Salary and Benefits	10,000.00	3,000.00
2000-2999: Classified Personnel Salaries	231,851.00	238,300.00
3000-3999: Employee Benefits	574,630.00	596,180.00
4000-4999: Books And Supplies	59,000.00	46,153.00
5000-5999: Services And Other Operating Expenditures	137,600.00	64,310.00
5900: Communications	1,500.00	1,500.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,508,581.00	2,446,055.00
1000-1999: Certificated Personnel Salaries	Base	1,464,000.00	1,464,112.00
1000-1999: Certificated Personnel Salaries	Special Education	30,000.00	30,000.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	2,500.00
1000-3000: Salary and Benefits	Title I	10,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Base	204,051.00	210,500.00
2000-2999: Classified Personnel Salaries	Title I	27,800.00	27,800.00
3000-3999: Employee Benefits	Base	574,630.00	596,180.00
4000-4999: Books And Supplies	Base	42,000.00	28,653.00
4000-4999: Books And Supplies	Donations	17,000.00	17,500.00
5000-5999: Services And Other Operating Expenditures	Base	92,400.00	27,975.00
5000-5999: Services And Other Operating Expenditures	Donations	36,000.00	26,135.00
5000-5999: Services And Other Operating Expenditures	Title I	3,600.00	3,600.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	5,600.00	6,600.00
5900: Communications	Base	1,500.00	1,500.00
		0.00	0.00
		0.00	3,600.00
		0.00	0.00
		0.00	6,600.00
		1,500.00	1,500.00
		0.00	4,200.00
		0.00	7,000.00
		0.00	4,200.00
		0.00	4,200.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	401,861.00	341,280.00
Goal 2	1,752,940.00	1,739,175.00
Goal 3	353,780.00	365,600.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$79,000.00	\$78,650.00
Distance Learning Program	\$19,000.00	\$35,000.00
Pupil Learning Loss	\$32,750.00	\$25,000.00
Additional Actions and Plan Requirements	\$5,000.00	\$3,179.00
All Expenditures in Learning Continuity and Attendance Plan	\$135,750.00	\$141,829.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$69,000.00	\$62,000.00
Distance Learning Program	\$10,000.00	\$20,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$69,000.00	\$62,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,000.00	\$16,650.00
Distance Learning Program	\$9,000.00	\$15,000.00
Pupil Learning Loss	\$32,750.00	\$25,000.00
Additional Actions and Plan Requirements	\$5,000.00	\$3,179.00
All Expenditures in Learning Continuity and Attendance Plan	\$56,750.00	\$59,829.00

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA- San Diego serves around 440 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia’s mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others.

MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, afterschool clubs, character education classes, field trips, community meetings, and much more. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-San Diego is supplemented by tutoring, after-school programs, and school-to-university links. Starting 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions.

MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students.

Reflections: Successes

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

- CDE recognized our school as a California Distinguished School
- We are implementing Restorative Practices to improve school culture and provided many professional developments for our staff and teacher leaders.
- Trained all admin team and teacher leaders in MTSS through MTSS grant.
- MSA-San Diego's overall performance in State testing based on latest California School Dashboard is green in Math and Blue in ELA.
- MSA-San Diego showed significant growth in state test in both Math and English for English Learners
- Our school outperformed all of the charter middle schools in city of San Diego and all of the middle schools in Navajo community.
- MSA-San Diego established partnership with the local community college to host community events like San Diego STEAM Expo.
- MSA-San Diego provided opportunities for students to showcase their achievements in STEAM fields. Some of the opportunities are:

1-Seaperch underwater robotics team made it to international Finals

2-Our FLL Robotics team won the 1st place in LEGOLAND at SoCal competition 6 time in the last 7 years.

3-Our Archery team won San Diego, State and National 1st,2nd and 3rd place awards at the Olympic Archery in Middle Schools competitions.

4-MSA-San Diego cohosted 6 annual San Diego STEAM Expo with Grossmont College

5-Participated San Diego Festival of Science and Engineering with over 80 students. Over 7,000 visitors visited Magnolia booths.

- The level of parent participation for school events increased significantly.
- MSA-San Diego PTF established their bylaws and had their second election with the new bylaws.
- Although we are in Distance Learning , MSA-San Diego is close to meeting its home visit target.
- Prepared our site to in-person learning with all the required safety measures.
- MSA-San Diego hosted, organized or participated in over 15 virtual school and community events throughout the school year.
- Hosted daily Live Donuts in The Morning announcements via YouTube bring our community together.

Reflections: Identified Need

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

- Increase academic achievement in the area of math for students with disabilities group in CAASPP.
- Recruiting and retaining highly qualified teachers
- Continual refinement of intervention programs to assist in closing the achievement gap for all student groups.
- Empowering students to be school wide student leaders in the establishment of school culture with a new school culture model.

- After a 13 month Distance learning and a new pandemic era students and staff need more academic, social emotional, and mental health resources and support.

LCAP Highlights

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

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

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent trainings via activities such as Coffee w/ Principal, PTF and LCAP meetings
- Although currently we are the highest performing charter middle school in the county and in the Navajo community based on Dashboard data we see that all of our stake holders are worried about learning loss due to pandemic limitations and Distance Learning. There is a need to provide more targeted instruction based on NWEA MAP Fall to Spring data.
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing positive behavior intervention support services to our students through well-established Restorative Practices system.
- Continue using teacher evaluation system "TeachBoost"
- Reduce chronic absenteeism to under 5%

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

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

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, ELAC Meetings, Coffee with the Principal meetings, Townhall meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff and the Charter School staff make virtual and in-person home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 4 PTF meetings, 2 SSC meetings, 3 ELAC meetings, at least 30 parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made over 40 in person and virtual home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

Parent Advisory Committee (PAC)/Parents:

- Transition to in person as soon as it is safe.
- Happy with the Uniform expectations.
- Continue to provide a variety of courses in Summer school
- Add more electives.
- Asked for weekly update meetings to continue

Students:

- Students shared that teachers are respectful, helpful, nice, they work hard, they spend extra time to support students.

- Friends/Classmates are kind.
- After school clubs and activities provide opportunities for students to connect with friends, learn and have fun.
- Students were not happy about the Distance Learning
- Students shared that they want less limitations on uniforms
- Students asked for more mental health support for themselves and their friends
- Students also asked for new Chromebook
- Students would like to see more elective opportunities.

Staff:

- Continue to build on our Multi-Tiered System of Support
- Continue to provide social-emotional learning (SEL) experiences
- Continue with our Zone of Regulation SEL lessons to increase awareness and ownership of The WIZARD Way.
- Continue to use on-line PBIS platform, Kickboard, to recognize our students who demonstrate The WIZARD Way
- Staff asked for a Chromebook and Teacher computer upgrade
- Bring more outside resources for our site professional development
- Staff would like to attend Magnolia wide PDs via Zoom.
- Staff shared that there is more need for mental health and SEL Support.

School Site Council (SSC):

- SSC members were concerned about the amount of live classes offered during Distance Learning
- DL 2.0 is more organized and effective.
- A hybrid model will help students to transition to normalcy in a faster way.

ELAC:

- Parents are happy about the additional EL support taking place in the mornings and in the afternoons.

SELPA:

- Create a plan to provide targeted support for Students with Disabilities in Math.

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

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

- Expanding after school tutoring and summer school opportunities
- Adding Saturday school for academic support
- Providing counseling and mental health support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers

- Investing in new Chromebook and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving student restrooms
- Providing more staff PDs through outside professionals
- Other input includes improving school facilities such as the lunch area, roofs and A/C units.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85%				2023-24: (Spring 2023 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee	\$16,750.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Teacher credentialing expenses: Resource: Title II, Part A; Amount: \$9,578 (Included under action 2.2) 		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and</p>	\$348,180.11	No

Action #	Title	Description	Total Funds	Contributing
		<p>other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Hot Spots and Zoom Expenses : Resource: 3210 ESSER Funds; Amount: \$17,000 		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p>	\$993,232.10	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$12,000.00	Yes
5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.	\$257,389.79	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 100%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 75%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 30.0				2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 69.31% English Learners: 40.00% Socioeconomically Disadvantaged: 54.13% Students with Disabilities: 28.07% Two or More Races: 63.79% African American: 40.00% Asian: 76.93% Hispanic: 69.60% White: 73.17% 				2022-23: <ul style="list-style-type: none"> All Students: 71% English Learners: 46% Socioeconomically Disadvantaged: 57% Students with Disabilities: 32% Two or More Races: 65% African American: 46% Asian: 78% Hispanic: 71% White: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> • All Students: 41.0 points above standard • English Learners: 8.3 points above standard • Socioeconomically Disadvantaged: 8.6 points above standard • Students with Disabilities: 53.9 points below standard • Two or More Races: 38.1 points above standard • African American: 21.3 points below standard • Asian: 93.2 points above standard • Hispanic: 34.0 points 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> • All Students: 43.0 points above standard • English Learners: 10.0 points above standard • Socioeconomically Disadvantaged: 10.0 points above standard • Students with Disabilities: 47.0 points below standard • Two or More Races: 40.0 points above standard • African American: 15.0 points below standard • Asian: 94.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	above standard <ul style="list-style-type: none"> White: 46.7 points above standard 				<ul style="list-style-type: none"> Hispanic: 36.0 points above standard White: 48.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 47.3% English Learners: 38.5% Socioeconomically Disadvantaged: 47.1% Students with Disabilities: 31.7% African American: * Asian: 55.0% Hispanic: 50.6% White: 44.3% 				2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 60.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 55.0% African American: 65.0% Asian: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics	2018-19: <ul style="list-style-type: none"> All Students: 60.62% English Learners: 26.67% 				2022-23: <ul style="list-style-type: none"> All Students: 62.00% English Learners: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 41.29% Students with Disabilities: 22.81% Two or More Races: 56.90% African American: 30.00% Asian: 84.61% Hispanic: 54.40% White: 67.68% 				<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 45.00% Students with Disabilities: 27.00% Two or More Races: 59.0% African American: 36.0% Asian: 86.00% Hispanic: 57.00% White: 69.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 21.8 points above standard English Learners: 21.4 points below standard Socioeconomically Disadvantaged: 18.5 				<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 23.0 points above standard English Learners: 15.0 points below standard Socioeconomically Disadvantaged: 12.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • points below standard • Students with Disabilities: 74.7 points below standard • Two or More Races: 16.9 points above standard • African American: 37.8 points below standard • Asian: 65.6 points above standard • Hispanic: 8.7 points above standard • White: 32.0 points above standard 				<ul style="list-style-type: none"> • points below standard • Students with Disabilities: 66.0 points below standard • Two or More Races: 19.0 points above standard • African American: 30.0 points below standard • Asian: 66.0 points above standard • Hispanic: 10.0 points above standard • White: 33.0 points above standard
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> • All Students: 47.0% • English Learners: 48.1% • Socioeconomically 				<p>2023-24:</p> <ul style="list-style-type: none"> • All Students: 65.0% • English Learners: 65.0% • Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged: 41.4% <ul style="list-style-type: none"> Students with Disabilities: 42.2% African American: * Asian: 37.5% Hispanic: 46.3% White: 48.5% 				Disadvantaged: 65.0% <ul style="list-style-type: none"> Students with Disabilities: 65.0% African American: 65.0% Asian: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 53.3%				2022-23: (2023 Dashboard) 55.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 33.3%				2023-24: 30.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments	2018-19: <ul style="list-style-type: none"> All Students: 55.74% Socioeconomically 				2022-23: <ul style="list-style-type: none"> All Students: 57.00% Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)	Disadvantaged: 48.48% <ul style="list-style-type: none"> • Students with Disabilities: 20.00% • Homeless: 55.74% • Hispanic: 51.35% • White: 58.18% 				Disadvantaged: 50.00% <ul style="list-style-type: none"> • Students with Disabilities: 22.00% • Homeless: 57.0% • Hispanic: 54.00% • White: 60.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,207,109.87	No

Action #	Title	Description	Total Funds	Contributing
2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$9,578.00 	\$31,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Quizizz, BrainPOP, Membean, Nearpod, EdPuzzle)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • NWEA MAP testing fees: Resource: Title I, Part A; Amount: \$6,000 • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$10,457 • Instructional Aide Salaries and Benefits: Resource: Title I, Part A; Amount: \$15,710 	\$362,512.95	Yes

Action #	Title	Description	Total Funds	Contributing
4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p>		Yes

Action #	Title	Description	Total Funds	Contributing
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$783,035.90	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 27%				2023-24: 20%
Percentage of students in the current graduating class who have taken a	2020-21: (As of 4/16/21) 100%				2023-24: 100%

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p>	\$4,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees and Sound Trap Music Software .</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Sound Trap : Title IV, Part A; Amount: \$800 		
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$700 	\$175,743.44	Yes

Action #	Title	Description	Total Funds	Contributing
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$234,697.92	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	28				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 19				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 5.1%				2023-24: 15%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.22%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.4%				2023-24: 6.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 1.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.7% Families: 67.9% Staff: 100.0%				2023-24: Students: 90.0% Families: 67.0% Staff: 90.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 95%				2023-24: Students: 74% Families: 85% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized</p>	\$288,273.35	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends for home visits: Resource: Title I, Part A; Amount: \$10,000 • ParentSquare software fees: Resource: Title I, Part A; Amount: \$3,000 • Parent Education Bridge program Staff Stipends: Resource: Title I, Part A; Amount: \$4,000 • Parent activity/event expenses: Resource: Title I, Part A; Amount: \$XX,XXX 		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and</p>	\$44,508.20	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • PBIS program fees : Resource: Title IV, Part A; Amount: \$5,000 • Additional services for homeless students: Resource: Title I, Part A; Amount: \$2,750.00 		
4	Annual stakeholder surveys	Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Partnership expenses: Resource: Title IV, Part A; Amount: \$XX,XXX 		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.76%	\$263,760

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

Required Descriptions

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

- Goal 1: Action 4: Healthy and nutritious meals

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

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

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

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

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

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

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

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

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

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

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

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

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

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

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

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

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

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

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

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and

improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

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

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home

visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

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

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

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

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English

learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

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

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

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

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

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

and students with exceptional needs.

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

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

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

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

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

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

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

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

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

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

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

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

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

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

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

increased and improved services for our unduplicated students and their families.

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

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

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

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

- Goal 4: Action 4: Annual stakeholder surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for

improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,623,824.10	\$841,239.63	\$30,000.00	\$285,669.90	\$4,780,733.63

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,075,712.84	\$1,705,020.79

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$16,750.00				\$16,750.00
1	2	All	Instructional materials and technology	\$316,180.11	\$15,000.00		\$17,000.00	\$348,180.11
1	3	All	Clean and safe facilities that support learning	\$913,003.81			\$80,228.29	\$993,232.10
1	4	Low Income	Healthy and nutritious meals	\$12,000.00				\$12,000.00
1	5	All	Well-orchestrated Home Office support services	\$257,389.79				\$257,389.79
2	1	All	Broad course of study and standards-based curriculum	\$1,125,824.78	\$81,285.09			\$1,207,109.87
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$21,422.00			\$9,578.00	\$31,000.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$252,738.83	\$76,107.00		\$33,667.12	\$362,512.95
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities	\$110,528.07	\$575,841.54		\$96,666.29	\$783,035.90
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs					
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$3,500.00			\$800.00	\$4,300.00
3	4	Low Income	Physical education, activity, and fitness	\$175,043.44			\$700.00	\$175,743.44
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$111,691.92	\$93,006.00	\$30,000.00		\$234,697.92
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	\$271,273.35			\$17,000.00	\$288,273.35
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$14,478.00			\$30,030.20	\$44,508.20
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$2,000.00				\$2,000.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	\$20,000.00				\$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$884,147.54	\$1,175,035.86
LEA-wide Total:	\$884,147.54	\$1,175,035.86
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$12,000.00	\$12,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,422.00	\$31,000.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$252,738.83	\$362,512.95
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$4,300.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$175,043.44	\$175,743.44

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,691.92	\$234,697.92
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$271,273.35	\$288,273.35
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,478.00	\$44,508.20
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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