



Magnolia Public Schools

Regular Board Meeting

Published on June 23, 2017 at 9:23 AM PDT

Date and Time

Thursday January 19, 2017 at 6:30 PM PST

Location

MSA 8 6411 Orchard Ave. Bell, CA 90201 Bldg: Orchard Academies; Library

AGENDA

Regular Meeting of the MPS Board of Directors

Access to the Board Meeting: Any interested parties or community members from remote locations may attend the meeting at the following school sites or the addresses where the Board members are joining the meeting from:

Remotely by dialing in to the numbers below:

Open Session- Dial: 1.844.572.5683 Code: 1948435

- MSA-6: 3754 Dunn Drive Los Angeles, CA 90034 (Dr. Saken Sherkhanov)
- MSA-SD: 6365 Lake Atlin Ave San Diego, CA 92119 (Dr. Salih Dikbas)
- 1363 Ridgecrest Rd Pinole CA 94564 (Mr. Orazov)
- 277 W. Sego Lily Dr. Sandy Ut. 84070 (Ms. Gonzalez)
- 4831 E. Copa de Oro Dr. Anaheim, CA 92807 (Dr. Remzi Oten)

Sites open to public for meeting participation:

- MSA 1: 18238 Sherman Way Reseda, CA 91335
- MSA 6: 3754 Dunn Drive Los Angeles, CA 90034
- MSA Santa Ana: 2840 W. 1st St. Santa Ana, CA 92703
- MSA San Diego: 6365 Lake Atlin Ave San Diego, CA 92119

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the MPS central office. If you need special assistance to attend the meeting, please notify Barbara Torres at (213) 628-3634 x100 to make arrangements and accommodate your disability.

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 250 East 1st Street Ste 1500 Los Angeles, CA 90012.

MPS Board Members:

Ms. Noel Russell- Unterburger, President

Dr. Umit Yapanel, Secretary
 Mr. Serdar Orazov, Treasurer
 Dr. Saken Sherkhanov
 Dr. Salih Dikbas
 Dr. Remzi Oten
 Ms. Diane Gonzalez
 Mr. Nguyen Huynh

CEO & Superintendent:
 Dr. Caprice Young

Notice of Closed Session Agenda Items

Due to space limitations on the following pages of the agenda, notice of closed session agenda items is provided here.

V. A Public Performance Evaluation: Chief Executive Officer and Superintendent

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Call the Meeting to Order			
B. Record Attendance and Guests			
C. Pledge of Allegiance			1 m
D. Public Comments			5 m
E. Oral Communications			3 m
F. Approval of the Agenda	Vote		1 m
G. Approve Minutes of Regular Board Meeting- December 8, 2016	Approve Minutes		1 m
Approve minutes for Board Meeting on December 8, 2016			
H. Approve Minutes of Special Board Meeting- December 20, 2016	Approve Minutes		1 m
Approve minutes for Special Board Meeting on December 20, 2016			
II. Consent Items			
A. Approval of Single Plan for Student Achievement (SPSA) for MSA 3, Santa Ana and San Diego	Vote	David Yilmaz	1 m
B. Approval of MSA Santa Clara Asset Disposition	Vote	Nanie Montijo	2 m
C. Approval of Cash Advances Policy	Vote	Personnel Committee	5 m
D. Approval of MSA Santa Ana Projectors RFP	Vote	Erdinc Acar	2 m
E. Approval of KQ Management Agreement for MSA 4 and MSA 5 Charter Petition Assistance	Vote	Kenya Jackson	2 m
F. Approval of Special Education Support Provider; Edlogical	Vote	Kenya Jackson	2 m
G. Approval of SARC reports for all Magnolia Science Academies	Vote	David Yilmaz	2 m

- | | | | |
|--|------|---------------|-----|
| H. Approval of El Dorado Special Programs Application for MSA 1, 2, 3 | Vote | Kenya Jackson | 3 m |
| I. Approval of College Readiness Block Grant Expenditure Plan for MSA 1-4 and Santa Ana | Vote | David Yilmaz | 2 m |

III. Action Items

- | | | | |
|---|------|---------------|------|
| A. Revised 16-17 budget for all MPS, Rev. of Teacher Effectiveness Funds Expense Table, CMO Allocation | Vote | Caprice Young | 20 m |
|---|------|---------------|------|

IV. Discussion Items

- | | | | |
|---|---------|---------------|------|
| A. Financial Update- November 2016 | Discuss | Nanie Montijo | 10 m |
|---|---------|---------------|------|

V. Closed Session Items

- | | | | |
|---|---------|--------------|-----|
| A. Public Performance Evaluation: Chief Executive Officer and Superintendent | Discuss | Umit Yapanel | 5 m |
|---|---------|--------------|-----|

VI. Closing Items

- | | | | |
|---------------------------|------|--|--|
| A. Adjourn Meeting | Vote | | |
|---------------------------|------|--|--|

Cover Sheet

Approve Minutes of Regular Board Meeting- December 8, 2016

Section: I. Opening Items
Item: G. Approve Minutes of Regular Board Meeting- December 8, 2016
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on December 8, 2016



Magnolia Public Schools

Minutes

Board Meeting

Date and Time

Thursday December 8, 2016 at 7:00 PM

Location

MSA 6; 3754 Dunn Drive, Los Angeles CA 90034

AGENDA

Regular Meeting of the MPS Board of Directors

MPS Board Members:

- Ms. Noel Russell- Unterburger, President
- Dr. Umit Yapanel, Secretary
- Mr. Serdar Orazov, Treasurer
- Dr. Saken Sherkhanov
- Dr. Salih Dikbas
- Dr. Ali Korkmaz
- Dr. Remzi Oten
- Ms. Diane Gonzalez
- Mr. Nguyen Huynh

CEO & Superintendent:

Dr. Caprice Young

Notice of Closed Session Agenda Items

Due to space limitations on the following pages of the agenda, notice of closed session agenda items is provided here.

- V. A. Conference with Legal Counsel—Anticipated Litigation
Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9: one case
- V. B. Public Performance Evaluation: Chief Executive Officer and Superintendent

Directors Present

A. Korkmaz, D. Gonzalez (remote), N. Huynh, N. Russell-Unterburger, S. Dikbas (remote), S. Orazov, S. Sherkhanov, U. Yapanel

Directors Absent

R. Oten

I. Opening Items

A. Call the Meeting to Order

N. Russell-Unterburger called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Dec 8, 2016 @ 7:12 PM at MSA 6; 3754 Dunn Drive, Los Angeles CA 90034.

B. Record Attendance and Guests

Refer to attendance information stated above.

C. Flag Salute

The Flag salute was led by B. Torres, Executive Assistance.

D. Approval of the Agenda

N. Russell-Unterburger made a motion to approve the agenda as presented.
U. Yapanel seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Public Comments

B. Austin addressed the Board his interest in being an MPS Board member and he gave a brief background about his professional career.

II. Consent Items

A. Approval of Revised Minutes of Regular Board Meeting- June 11, 2015

S. Sherkhanov made a motion to approve the minutes under consent agenda.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approve Minutes of Special Board Meeting- October 10, 2016

S. Sherkhanov made a motion to approve the minutes under consent agenda.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Approve Minutes of Regular Board Meeting- October 13, 2016

S. Sherkhanov made a motion to approve the minutes under consent agenda.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Approve Minutes of Special Board Meeting- October 19, 2016

S. Sherkhanov made a motion to approve the minutes under consent agenda.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Approve Minutes of Special Board Meeting- October 26, 2016

S. Sherkhanov made a motion to approve the minutes under consent agenda.

S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Approve Minutes of Special Board Meeting- October 30, 2016

S. Sherkhanov made a motion to approve the minutes under consent agenda.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. Approve Minutes of Special Board Meeting- November 3, 2016

S. Sherkhanov made a motion to approve the minutes under consent agenda.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

H. Chromebook Purchase for Magnolia Science Academy- Santa Ana (MSA SA)

S. Sherkhanov made a motion to approve the Chromebook purchase for Magnolia Science Academy- Santa Ana under consent agenda.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sherkhanov	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
R. Oten	Absent
N. Russell-Unterburger	Aye
N. Huynh	Aye
A. Korkmaz	Aye
S. Orazov	Aye
U. Yapanel	Aye

I. Approval of 2017-18 School Safety Plans for all Magnolia Science Academies

S. Sherkhanov made a motion to approve the 2017-18 School Safety Plans for all Magnolia Science Academies under consent agenda.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Korkmaz	Aye
S. Dikbas	Aye
S. Orazov	Aye
S. Sherkhanov	Aye
N. Huynh	Aye
D. Gonzalez	Aye
N. Russell-Unterburger	Aye
R. Oten	Absent
U. Yapanel	Aye

J. Approval of 2016-17 Compliance Monitoring and Certification of Board Compliance Review for MSA 1-8

S. Sherkhanov made a motion to approve the 2016-17 Compliance Monitoring and Certification of Board Compliance Review for MSA 1-8 under consent agenda.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Korkmaz	Aye
N. Huynh	Aye
D. Gonzalez	Aye

S. Orazov	Aye
U. Yapanel	Aye
N. Russell-Unterburger	Aye
R. Oten	Absent
S. Sherkhanov	Aye
S. Dikbas	Aye

K. Approval of College Readiness Block Grant Expenditure Plan for MSA 1-4 and Santa Ana

The College Readiness Block Grant Expenditure Plan for MSA 1-4 and Santa Ana was moved out of consent agenda. This item was discussed with the Board but was moved for approval to the next Board meeting.

L. Approval of Single Plan for Student Achievement (SPSA) for MSA 1,2,4-8

S. Sherkhanov made a motion to approve the Single Plan for Student Achievement (SPSA) for MSA 1,2,4-8 under consent agenda.

S. Orazov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sherkhanov	Aye
R. Oten	Absent
D. Gonzalez	Aye
U. Yapanel	Aye
S. Orazov	Aye
A. Korkmaz	Aye
S. Dikbas	Aye
N. Russell-Unterburger	Aye
N. Huynh	Aye

M. Approval of MSA Santa Clara Storage Disposal and Fees

S. Sherkhanov made a motion to approve the MSA Santa Clara storage disposal and fees totaling \$13,000.

S. Orazov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

N. Russell-Unterburger	Aye
N. Huynh	Aye
R. Oten	Absent
S. Orazov	Aye
S. Dikbas	Aye
A. Korkmaz	Aye
D. Gonzalez	Aye
U. Yapanel	Aye

N. Approval of Financial Policy Changes

S. Sherkhanov made a motion to approve the revisions to the financial policies as presented in the board agenda item; CSH105 Check Signing Authority and PUR104 Accounts Payable and Cash Disbursements. This item was approved in consent agenda.

S. Orazov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

U. Yapanel	Aye
R. Oten	Absent
D. Gonzalez	Aye

S. Orazov	Aye
N. Huynh	Aye
A. Korkmaz	Aye
S. Dikbas	Aye
N. Russell-Unterburger	Aye
S. Sherkhanov	Aye

O. Approval of Independent Contractor for Interim Chief Financial Officer

S. Sherkhanov made a motion to approve the Independent Contract for Interim Chief Financial Officer that is an anticipated expense of \$168,000.

S. Orazov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Orazov	Aye
A. Korkmaz	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
U. Yapanel	Aye
R. Oten	Absent
N. Huynh	Aye
N. Russell-Unterburger	Aye
S. Sherkhanov	Aye

III. Action Items

A. Revised 16-17 budget for all MPS, Rev. of Teacher Effectiveness Funds Expense Table, CMO Allocation

The 2016-17 revised budget item was moved for further discussion with the MPS Finance Committee. The Board decided to add S. Sherkhanov as an interim member of the MPS Finance Committee. No actions were taken on this item.

B. Approval of 2016-17 First Interim Financial Reports for MSA 1-8, Santa Ana and San Diego

K. Dietz, EdTec representative, went over the 1st Interim reports with the Board. She explained that the numbers used in the October financial update are the same numbers presented in the interim reports. C. Young, Chief Executive Officer went over the changes that have happened in the MPS finance department to improve financial processes, such as reducing emergency check requests. All questions were addressed by MPS staff.

N. Russell-Unterburger made a motion to approve the 2016-17 First Interim Financial Reports for Magnolia Science Academy 1-8, Santa Ana and San Diego as presented.

S. Sherkhanov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

N. Russell-Unterburger	Aye
U. Yapanel	Aye
R. Oten	Absent
D. Gonzalez	Aye
S. Sherkhanov	Aye
A. Korkmaz	Aye
S. Dikbas	Aye
N. Huynh	Aye
S. Orazov	Aye

C. Approval of Capital Plan Projects for 2017 for Magnolia Public Schools

S. Kao, Senior Financial Analyst, presented the Capital Plan to the Board. He explained the two different plans based on the approval of the renewal of Magnolia Science Academy 1, 2, and 3. C. Young, Chief Executive Officer, explained the banking options. N. Huynh, MPS Facility Committee member, provided his input.

D. Review and Approval of 2016 Financial Audit

M. Miller, partner at the auditing firm VTD, briefly went over the audit. This item was previously discussed by the MPS Audit Committee. M. Miller said there are some cleaning areas but he has received a lot of support from MPS staff. There has been a lot of improvement from the first year of audit. All questions were addressed.

N. Russell-Unterburger made a motion to approve the 2016 Financial Audit as presented.

S. Orazov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sherkhanov	Aye
S. Dikbas	Aye
D. Gonzalez	Aye
N. Russell-Unterburger	Aye
S. Orazov	Aye
R. Oten	Absent
A. Korkmaz	Aye
U. Yapanel	Aye
N. Huynh	Aye

E. Magnolia Educational and Research Foundation: Intra Company Loan, Capital Improvement Projects

This item was removed from the agenda.

IV. Discussion Items

A. Financial Update- September and October 2016

The Finance Update for September and October was pulled from the agenda and will be discussed further by the MPS Finance Committee. No actions were taken.

V. Closed Session Items

A. Conference with Legal Counsel

N. Unterbürger made a motion to direct the CEO to enter into an agreement with FCMAT that covers a full year of review, if the contract exceeds \$25,000 it will be taken to the MPS Board for review and approval. U. Yapanel seconded. The motion was passed unanimously.

B. Public Performance Evaluation: Chief Executive Officer and Superintendent

There were not actions to report out on.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:15 PM.

Respectfully Submitted,
U. Yapanel

Cover Sheet

Approve Minutes of Special Board Meeting- December 20, 2016

Section: I. Opening Items
Item: H. Approve Minutes of Special Board Meeting- December 20, 2016
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on December 20, 2016

APPROVED



Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time

Tuesday December 20, 2016 at 6:00 PM

Location

Teleconference Dial:1.844.572.5683 Code: 1948435

AGENDA

Special Meeting of the MPS Board of Directors

MPS Board Members:

Ms. Noel Russell- Unterburger, President

Dr. Umit Yapanel, Secretary

Mr. Serdar Orazov, Treasurer

Dr. Saken Sherkhanov

Dr. Salih Dikbas

Dr. Ali Korkmaz

Dr. Remzi Oten

Ms. Diane Gonzalez

Mr. Nguyen Huynh

CEO & Superintendent:

Dr. Caprice Young

Notice of Closed Session Agenda Items

Due to space limitations on the following pages of the agenda, notice of closed session agenda items is provided here.

IV. A. Conference with Legal Counsel—Anticipated Litigation

Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9: one case

IV. B. Public Performance Evaluation: Chief Executive Officer and Superintendent

Directors Present

A. Korkmaz (remote), N. Huynh, N. Russell-Unterburger (remote), R. Oten (remote), S. Dikbas (remote), S. Orazov, S. Sherkhanov, U. Yapanel

Directors Absent

D. Gonzalez

I. Opening Items

A. Call the Meeting to Order

U. Yapanel called a meeting of the board of directors of Magnolia Public Schools to order on Tuesday Dec 20, 2016 @ 6:29 PM at Teleconference
Dial:1.844.572.5683 Code: 1948435.

B. Record Attendance and Guests

The following board members attended in person from MSA 8; U. Yapanel, S. Orazov, S. Sherkhanov and N. Huynh. For information on other board members please refer to attendance information above.

C. Public Comments

There were no public comments.

D. Approval of the Agenda

The agenda was approved unanimously as presented.

II. Consent Items

A. Approval of 2016-17 Contract with K-12 Revolution for MSA 1-4 and MSA Santa Ana for College Programs

The 2016-17 Contract with K-12 Revolution item was pulled out of consent agenda for further discussion. V. Marzouk, Director of Special Programs, presented the college programs contract for Magnolia Science Academy 1-4 and Santa Ana to the Board. She explained that this was a three year program and she elaborated on the services students would be receiving. She also explained that after a lengthy search of comparisons with other providers, K-12 Revolution was the company who offered the services MPS needs with the best qualifications for MPS students and staff. V. Marzouk and K. Jackson, Chief Academic Officer, addressed all questions and committed to report back to the MPS Academic Committee with outcome data of this program.

S. Sherkhanov made a motion to approve the 2016-17 contract with K-12 Revolution for MSA 1-4 and MSA Santa Ana for College Prep Programs.

S. Orazov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Orazov	Aye
S. Sherkhanov	Aye
D. Gonzalez	Absent
S. Dikbas	Aye
A. Korkmaz	Aye
N. Russell-Unterburger	Aye
U. Yapanel	Aye
R. Oten	Abstain

N. Huynh Aye

B. Approval of 2016-17 Contract with Naviance for MSA 1-4 and Santa Ana for College Prep Programs

The 2016-17 contract with Naviance item was pulled out of consent agenda for further discussion. V. Marzouk, Director of Student Services, presented the Naviance program to the Board. She explained that this program will assist students in their college applications and it will allow the organization to track alumni for up to 6 years after high school graduation. The academic team addressed all questions.

S. Sherkhonov made a motion to approve the 2016-17 contract with Naviance for MSA 1-4 and Santa Ana for College Prep Programs.

S. Orazov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Orazov	Aye
S. Dikbas	Aye
N. Huynh	Aye
N. Russell-Unterburger	Aye
D. Gonzalez	Absent
U. Yapanel	Aye
A. Korkmaz	Aye
S. Sherkhonov	Aye
R. Oten	Abstain

III. Action Items

A. Resolution Authorizing Submission of Renewal Charter Petitions for MSA 1,2,&3 to the State BOE

This item was removed from the agenda.

B. MERF: Intra Company Loans, Capital Improvement Projects for MSA SD and MSA SA

S. Kao, Senior Financial Analyst, presented the MERF Intra Company Loans, Capital Improvements Projects for MSA-1, MSA San Diego, and MSA Santa Ana. He went over the costs, time frames of repayment and school needs. All questions were addressed.

N. Huynh made a motion to approve the intra company loans, capital improvements projects for MSA 1, MSA San Diego and MSA Santa Ana.

S. Orazov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

U. Yapanel	Aye
A. Korkmaz	Aye
N. Huynh	Aye
R. Oten	Abstain
N. Russell-Unterburger	Aye
S. Dikbas	Aye
S. Sherkhonov	Aye
S. Orazov	Aye

C. Approval of CEO Contract Renewal

This item was not discussed.

IV. Closed Session Items

A. Conference with Legal Counsel

There was nothing to report on this item.

B. Public Performance Evaluation: Chief Executive Officer and Superintendent

U. Yapanel, MPS Board Secretary, reported out that during Closed Session, the Board discussed additional goals that would be added to the Chief Executive Officer Evaluation. No actions were taken.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:06 PM.

Respectfully Submitted,
U. Yapanel

Cover Sheet

Approval of Single Plan for Student Achievement (SPSA) for MSA 3, Santa Ana and San Diego

Section: II. Consent Items
Item: A. Approval of Single Plan for Student Achievement (SPSA) for
MSA 3, Santa Ana and San Diego
Purpose: Vote
Submitted by:
Related Material: II A SPSA MSA 3, SA, SD.pdf



Board Agenda Item #	Agenda # II A
Date:	January 19, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Single Plan for Student Achievement (SPSA) for MSA-3, MSA-San Diego, and MSA-Santa Ana

Proposed Board Recommendation

I move that the board approve the Single Plan for Student Achievement (SPSA) for MSA-3, MSA-San Diego, and MSA-Santa Ana.

Background

This is an annual item that the Board needs to approve for each MPS school. SPSA is a plan that outlines how the school will be using federal funds, such as Title-I, Title-II, and Title-III. These are supplemental funds that need to be used within certain guidelines. MPS uses these funds to support instruction, including but not limited to, intervention programs during the day, after-school tutoring, English Learner extended support, professional development, supplemental education services (SES) for struggling students, etc.

The plan needs to be approved by each school's School Site Council (SSC) and ratified by our board annually. SPSAs for the remaining MPS schools have already been brought before the Board in December, 2016.

Budget Implications

Budgeted. (This plan outlines how federal funds are to be expensed by each school.)

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

It is mandatory to have this plan to ensure continuity of federal funds. SSCs oversee these plans. The funds supplement the core instruction at MPS.

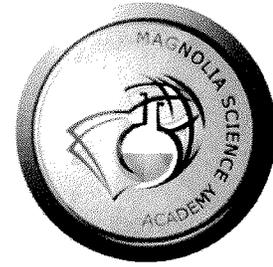
Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

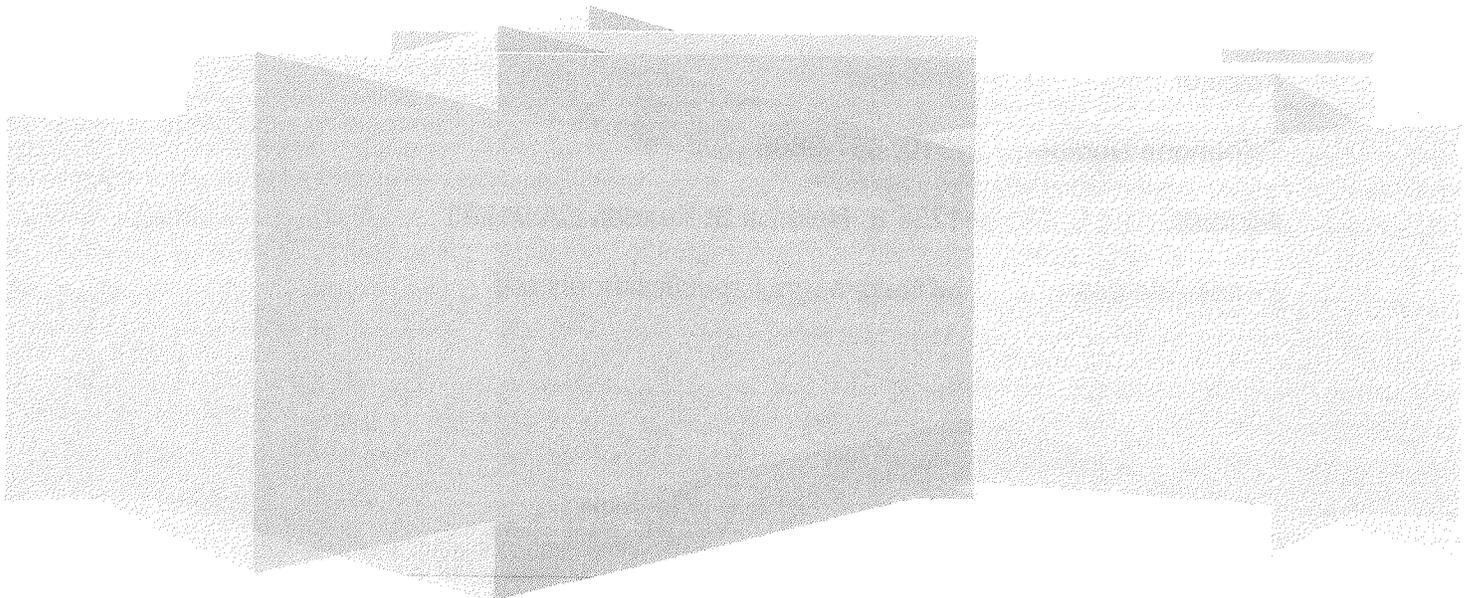
Single Plan for Student Achievement (SPSA) (for MSA-3, San Diego, and Santa Ana)

2016.



Single Plan for Student Achievement

Magnolia Science Academy-3



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-3

District: Los Angeles Unified School District

County-District School (CDS) Code: 19-64733-0115030

Principal: John White

Date of this revision: 12/06/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	John White
Position:	Principal
Telephone Number:	(310) 637-3806
Address:	1254 E. Helmick St Reseda CA 91335
E-mail Address:	jwhite@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	5
Form C: Programs Included in This Plan	6
Form D: School Site Council Membership	9
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Form F: Budget Planning Tool	11
Form G: Single Plan for Student Achievement Annual Evaluation	17

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

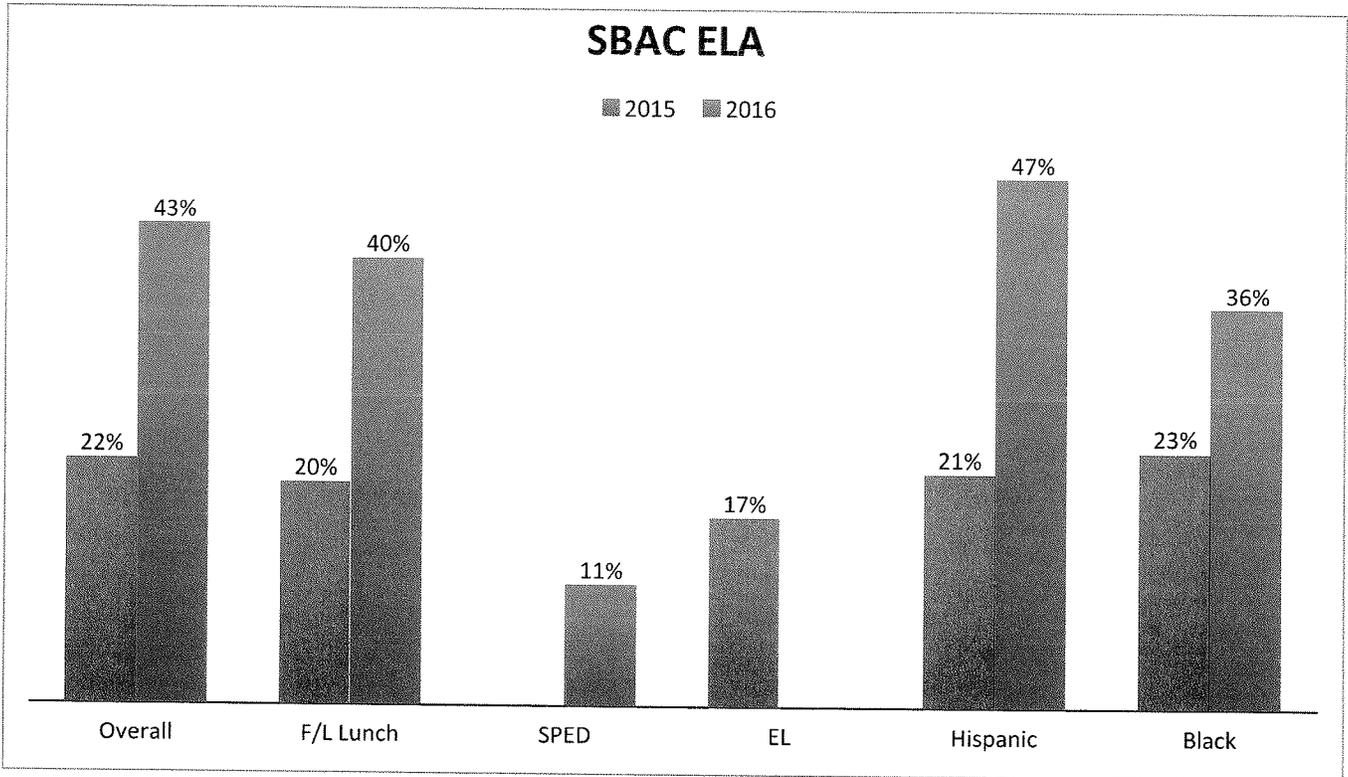
PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

LEA GOAL:
Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

Identified Need:
To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.
- For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our CAASPP assessment system will increase by 3% from Fall 2016 to Spring 2017.



<p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 12, 2016)</p> <p>Task 1: Charter School will use the MAP test, SBAC assessment, and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 12, 2016)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2016-17 school year)</p> <p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2016)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2016)</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>Teachers, Dean of Academics, Title I coordinator, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, Title I coordinator, leadership team Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>Teachers, Dean of Academics, Title I coordinator, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, Title I coordinator, leadership team</p>	<p>(Itemize for Each Source)</p> <p>\$5,000 Title I for MAP test</p> <p>\$40,00.00 Title I ELA</p> <p>\$2,500 Title II for PD in ELA support and interventions</p>
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<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> SBAC ELA/Literacy data from 2016 	<p>What were the findings from the analysis of this data?</p> <p>The Smarter Balanced exam assess students in two areas- mathematics and reading. This computer adaptive exam is aligned with the Common Core standards so that schools are better able to gauge how students are meeting proficiency in these subjects.</p> <p>As seen in the graphs above, when we compare the SBAC results of 2015 and 2016, we can see that the percentages of students who met or exceeded standards increased in our student population as a whole as well as in the listed subgroups. MSA3 has been providing many intervention programs to ensure that all students are delivered quality of instruction, and that the academic achievement gaps are reduced/closed. POWER classes, after school tutoring, Saturday school, home tutoring, zero period, and academic follow up system are a few of the intervention programs available to our struggling students.</p> <p>Additionally, our Title 1 coordinator works closely with the low achieving students and their parents/guardians to make sure that their needs are being met. All faculty members of MSA3 believe in the importance of family involvement on state tests. Therefore, when teachers conduct home visits, they also mention/discuss about the state tests and their importance. Additionally, MSA3 implements a highly effective incentive program to motivate its students.</p> <p>The English Learner students who demonstrate proficiency in English pass the CELDT, and meet other criteria outlined in our EL Master Plan and in state law. Subsequently, once they meet these requirements, they are no longer classified as English Learners. Therefore, the students who are identified as English Learners when the SBAC is administered are students who have not yet demonstrated proficiency in English (ELD levels 1-3), and as a result may tend to score lower than other subgroups, especially in English Language Arts. However, our data of RFEP subgroups prove that after students are reclassified, they go on to meet or exceed SBAC standards.</p>
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>	
<p>Action Step 1:</p>	<p>Person(s) Responsible</p>
<p>Cost and Funding Source</p>	

<p>development activities. (by October 14, 2016)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy.</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>		
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

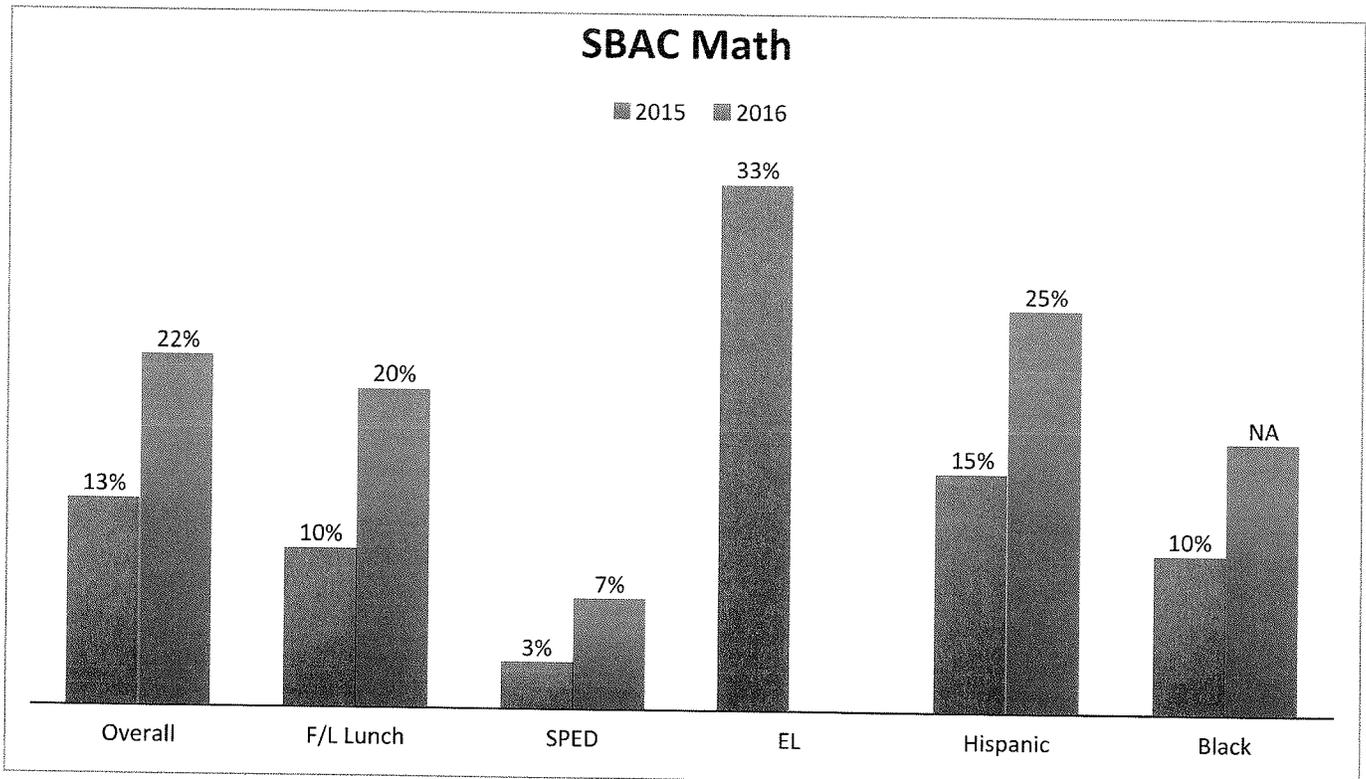
Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 3% from Fall 2016 to Spring 2017.



<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • SBAC math data from 2016 • Spring 2016 MAP test data • Fall 2017 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>The data establishes that students have shown incremental growth in Mathematics in all subgroups except English learners. Several students have been able to increase their proficiency levels, particularly in the area of mathematics.</p> <p>As seen in the graphs above, when we compare the SBAC results of 2015 and 2016, we can see that the percentages of students who met or exceeded standards increased in our student population as a whole as well as in the listed subgroups. MSA3 has been providing many intervention programs to ensure that all students are delivered quality of instruction, and their academic achievement gaps are reduced/closed. POWER classes, after school tutoring, Saturday school, home tutoring, zero period, and academic follow up system are a few of the intervention programs available to our struggling students.</p> <p>Additionally, our Title 1 coordinator works closely with the low achieving students and their parents/guardians to make sure that their needs are being met. All faculty members of MSA3 believe in the importance of family involvement on state tests. Therefore, when teachers conduct home visits, they also mention/discuss about the state tests and their importance. Additionally, MSA3 implements a highly effective incentive program to motivate its students.</p> <p style="text-align: center;">Special Education Students</p> <p>As seen in the graph, our percentage of students with special needs have increased from 2% to 8%. This significant increase is an outcome of our strong SPED department and endless efforts of our content teachers who meet their individualized needs.</p> <p style="text-align: center;">English Language Learners</p>
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	<p>In reviewing the scores of our English Language Learners, we see that EL students need more guidance in order to meet or exceed the standards. However, the graphs above shows the proficiency rates of our EL students who have been reclassified. As seen in the graph, our reclassified students have done much better than the students identified as EL. That shows that the more time EL students spend at our school, they get reclassified and the better results they get in state tests.</p> <p style="text-align: center;">Latino Students</p> <p>Our students who have Hispanic/Latino background have shown great progress in state tests as the percentage of their at/above proficiency levels increased from 15% to 25%.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year) Task 1: Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2016-17 school year) Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p>	<p>Person(s) Responsible Teachers, leadership team Teachers, leadership team Teachers, leadership team Dean of Academics, Title 1 coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 12, 2016)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 12, 2016)</p> <p>Task 2: Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2016-17 school year)</p> <p>Action Step 3: Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p>Task 1: Charter School will select math intervention materials and resources. (by September 30, 2016)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 12, 2016)</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1:</p>	<p>Dean of Academics, Title 1 coordinator, leadership team</p> <p>Teachers, Dean of Academics, Title 1 coordinator, leadership team</p> <p>Math Dept. Chair, Dean of Academics, Title 1 coordinator, leadership team Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Title 1 coordinator, leadership team</p> <p>Dean of Academics, Title 1 coordinator, leadership team</p> <p>Teachers, Dean of Academics, Title 1 coordinator, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, Title 1 coordinator, leadership team</p>	<p>\$5,000 Title I fund for MAP test</p> <p>\$60,000.00 Title I Math teacher</p> <p>\$2,500 Title II for PD in math support and interventions</p>
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<p>Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in math.</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>		
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PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

Identified Need:

To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English

Expected Annual Measurable Outcomes:

- ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 3% from Fall 2016 to Spring 2017.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 3% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 3% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 3% from the prior year.

What data did you use to form this goal?

- SBAC ELA/Literacy and math data from 2015 and 2016
- Fall 2016 MAP test data
- CELDT results
- EL reclassification rates

What were the findings from the analysis of this data?

English Language Learners

2015	5%	2016	2016
EL	growth	goal	EL
17%	0.9%	18%	NA

In reviewing the scores of our English Language Learners, we see that EL students need more guidance in order to meet or exceed the standards in the areas of both Math and ELA.

However, the graphs below show the proficiency rates of our EL students who have been reclassified. As seen in the graph, our reclassified students have done much better than the students identified as EL. That shows that the more time EL students spend at our school, they get reclassified and the better results they get in state tests.

<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>																										
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>																											
<p>Action Step 1: Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 26, 2016)</p> <p>Task 2: ELD time will be built into in the master schedule.</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 12, 2016)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 12, 2016)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 12, 2016)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided</p>	<table border="1"> <thead> <tr> <th data-bbox="703 810 1040 867">Person(s) Responsible</th> <th data-bbox="1040 810 1386 867">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="703 867 1040 924">Teachers, leadership team</td> <td data-bbox="1040 867 1386 924"></td> </tr> <tr> <td data-bbox="703 924 1040 1045">Office, Title I coordinator, leadership team</td> <td data-bbox="1040 924 1386 1045">\$12,000.00 Title I for Tech software, Flex Literacy instructional materials:</td> </tr> <tr> <td data-bbox="703 1045 1040 1146">Dean of Academics, Principal</td> <td data-bbox="1040 1045 1386 1146">\$10,000.00 Title I for Tech software, My On instructional materials:</td> </tr> <tr> <td data-bbox="703 1146 1040 1247">Dean of Academics, Principal</td> <td data-bbox="1040 1146 1386 1247">\$200 for novels for EL classes</td> </tr> <tr> <td data-bbox="703 1247 1040 1348">Dean of Academics, Title I coordinator, leadership team</td> <td data-bbox="1040 1247 1386 1348">\$285 for BrainPOP ESL</td> </tr> <tr> <td data-bbox="703 1348 1040 1449"></td> <td data-bbox="1040 1348 1386 1449">\$1,200.00 Staff PD books</td> </tr> <tr> <td data-bbox="703 1449 1040 1549">ELA/ELD teachers, Title I coordinator, Dean of Academics,</td> <td data-bbox="1040 1449 1386 1549">ELA/ELD Development Framework</td> </tr> <tr> <td data-bbox="703 1549 1040 1650">ELA/ELD teachers, Title I coordinator, Dean of Academics,</td> <td data-bbox="1040 1549 1386 1650">Common Core ELA/Literacy standards and ELs</td> </tr> <tr> <td data-bbox="703 1650 1040 1751">Teachers, Title I coordinator, Dean of Academics, leadership team</td> <td data-bbox="1040 1650 1386 1751">SDAIE strategies</td> </tr> <tr> <td data-bbox="703 1751 1040 1852"></td> <td data-bbox="1040 1751 1386 1852">Cooperative Learning and Student Engagement strategies training focused on ELs</td> </tr> <tr> <td data-bbox="703 1852 1040 1950"></td> <td data-bbox="1040 1852 1386 1950">Long Term English Learners training</td> </tr> <tr> <td data-bbox="703 1950 1040 2051"></td> <td data-bbox="1040 1950 1386 2051">Rigor by Design: Leading the Learning of English Learners and Immigrant Students</td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers, leadership team		Office, Title I coordinator, leadership team	\$12,000.00 Title I for Tech software, Flex Literacy instructional materials:	Dean of Academics, Principal	\$10,000.00 Title I for Tech software, My On instructional materials:	Dean of Academics, Principal	\$200 for novels for EL classes	Dean of Academics, Title I coordinator, leadership team	\$285 for BrainPOP ESL		\$1,200.00 Staff PD books	ELA/ELD teachers, Title I coordinator, Dean of Academics,	ELA/ELD Development Framework	ELA/ELD teachers, Title I coordinator, Dean of Academics,	Common Core ELA/Literacy standards and ELs	Teachers, Title I coordinator, Dean of Academics, leadership team	SDAIE strategies		Cooperative Learning and Student Engagement strategies training focused on ELs		Long Term English Learners training		Rigor by Design: Leading the Learning of English Learners and Immigrant Students
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	Rigor by Design: Leading the Learning of English Learners and Immigrant Students																										

<p>after-school intervention at least once a week and on Saturdays. (2016-17 school year)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via IAB tests have been described in Performance Goal 1.)</i> (2016-17 school year)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 school year)</p> <p>Task 4: The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 17, 2016)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2016-17 school year)</p> <p>Task 6: The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2016-17 school year)</p>	<p>Teachers, Title I coordinator, Dean of Academics</p> <p>Teachers, Title I coordinator, Dean of Academics, leadership team</p> <p>Teachers, Title I coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>Charter School serves as the lead of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium members, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator will closely work with our teachers and the leadership team.</p>
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need: To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Fall 2016 MAP test data CELDT results EL re-classification rates CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>We currently have 10 immigrant students, 5 of them are in the beginning stages of English Language development. In order to support their English skills, our Title 1 coordinator works with them individually, both, in a pull-out and push in model. We have purchased Rosetta Stone to better support them and give them the assistance of a peer translator, materials in their home language, and an English/Spanish dictionary.</p> <p>Additionally, we provide parents support in increasing their knowledge of the English language by providing Saturday Classes. This year we also started Parent university, it is a 9 week program, our teachers are running it, with a curriculum to help parents so they can be support their kids at home. We also provide CoolSIS training so that parents can support their children academically, and we have a very active PTF which supports parental involvement in the school.</p> <p>We also have the support of our alumni who walk our AB540 students through the college application and financial aid process. We meet with students and parents regularly to address their specific needs.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2016-17 school year)</p> <p>Task 1: Charter School will identify the immigrant students and their needs. (by September 12, 2016)</p> <p>Task 2: Charter School will arrange for a counselor to provide support and necessary resources to</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Office, Dean of Culture, Title I coordinator, leadership team</p> <p>Dean of Culture, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>PERFORMANCE GOAL 3: All students will be taught by appropriately assigned and fully credentialed teachers as required by law and the charter.</p> <p>LEA GOAL: For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need: To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter. ▪ 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit ▪ Teacher PD needs assessments ▪ Teacher PD attendance, including participation in BTSAs and EL Authorization programs ▪ Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>Professional Development sessions are targeted to support teachers in content areas so that they can align lessons with Common Core standards and support students in their areas of need. California State University, Northridge has been invited to present information and host workshops in the areas of Math, Science, English, History, and Enrichment. Based on the areas students seem to be struggling the most, teachers are asked to bring in lesson plans so that they could work in groups to better adapt them to the CCSS.</p> <p>Additionally, MSA3 holds staff meetings weekly and departmental and grade level meetings biweekly. Here, teachers work in PLC’s to disaggregate data, support one another in content areas, and discuss student achievement across content areas in each grade level.</p> <p>While we have increased the use of technology at our school, particularly with a 1:1 ratio of computer to students, we would like to better our blended learning program and expand our PD’s to include support for technology in the classroom.</p>
	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>

<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1: Charter School will conduct credential review and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (2016-17 school year)</p> <p>Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 school year)</p> <p>Action Step 2: Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (2016-17 school year)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2016-17 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2016-17 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2016-17 school year)</p> <p>Task 2: Charter School will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2016-17 school year)</p> <p>Task 1: Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2016-17 school year)</p> <p>Task 2:</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics, Title I coordinator, Principal, leadership team</p> <p>Dean of Academics, Title I coordinator, Principal, leadership team</p> <p>Dean of Academics, Title I coordinator, Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, Title I coordinator, Principal, leadership team</p> <p>Dean of Academics, Title I coordinator, Principal, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>We use LCFF funds for BTSA and EL Authorization expenses and the amounts are already included in your LCAP.</p> <p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p> <p>\$5,000 General fund for PD in the following areas: PLC, Bloom's Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor, different learning styles,</p>

<p>Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2016-17 school year)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-17 school year)</p>		<p>students with special learning needs, understanding data and assessments, etc.</p>
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 5%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 3%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School's students will be home-visited by the teachers.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

Our core values are to teach students to contribute to the global community as socially responsible citizens. To promote this culture, our Life Skills and SSR teachers regularly discuss social issue topics like Anti-Bullying, personal responsibility, and respect. To promote these teachings, our assemblies take on a focal issue such as bullying and self-esteem and we teach our students how to cope and respond to these issues.

Our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student receives negative fifteen behavior points, those students and parents are worked with closely and placed on a behavior plan which is tracked daily. Students are given the opportunity to rectify their behavior in each class and consequently earn positive points by following the agreement made between the administration, parents, and student. Students that earn positive points (in increments of 5) earn rewards and are publicly acknowledged in assemblies and award ceremonies.

The Dean of Students and reflection committee employs alternatives to

	<p>suspension in order to focus on lifelong character building with tasks including: community service, campus beautification, loss of privileges, parent shadow, mentorship, etc. We also work with Mitchell Family Counseling from CSUN to address social and behavioral needs. This allows students the opportunity to develop maturity while learning responsibility.</p> <p>Our partnership with CSUN also extends into a peer mentoring program, which allows our high school students to receive training on how to effectively communicate and help the younger middle school students be successful both academically and behaviorally. We also collaborate with our girls' small groups called Gems, offering the transitioning 6th grade girls the opportunity to learn appropriate social skills for middle school.</p> <p>Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. Each teacher is asked to visit 5 households throughout the year. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year) Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year) Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$2,000.00 for implementing PBIS</p>

<p>monitoring. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2016-17 school year)</p> <p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 school year)</p> <p>Task 2: Parent college Charter School implemented Parent college workshops for parents of EL students. Topics to be covered include 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. (2016-17 school year)</p> <p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2016-17 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 school year)</p> <p>Task 2: Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2016-17 school year)</p>	<p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>Title I coordinator, Dean of Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>\$9,500.00 Title I for parent workshops Parent college and Saturday School.</p> <p>\$20,000 Title I for home-visit stipends</p>
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PERFORMANCE GOAL 5: All students will graduate from high school.

LEA GOAL:

Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.

Identified Need:

To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready

Expected Annual Measurable Outcomes:

- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a four-year cohort graduation rate of at least 75%.
- At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.
- At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.

What data did you use to form this goal?

- Enrollment records
- Graduation records
- CDE records/CALPADS reports
- 4-year plans
- Class schedules and rosters
- College Board reports

What were the findings from the analysis of this data?

MSA3 currently has above 90% graduation rate.

The AP pass rate shows that we can do additional work to support our students.

AP Pass Rate

Analysis

MSA3 has always had a culture of college readiness. It starts with the incoming 6th graders. They are placed in the classes that are named as popular four-year universities such as UCLA, UCS, Stanford, Harvard, etc. Offering Advanced Placement (AP) courses to the students is an essential component of this college readiness culture.

In the academic year of 2015-16, MSA3 offered 5 AP courses. As the first graph shows, our students did a great job with the Spanish Language test. In order to increase AP pass rate for MSA3, the academic team arranged individual meetings with the AP teachers. The objective of the meeting was giving them opportunities to reflect on their delivery of instruction performance as well as preparing their students for the tests. The outcomes of the meetings were very fruitful as the following decisions were

	<p>made by the participants;</p> <ul style="list-style-type: none"> · AP teachers will be assigned to PDs that address content specific issues, · Practice AP tests will be effectively utilized, · College Board’s detailed AP reports will be analyzed thoroughly in order to see the students’ areas of weaknesses, · The performance of AP students in the practice tests will be tracked by their content teachers and deans of academics, · Variety of options for supplemental instruction will be given to students such as after school tutoring, Saturday school, zero period, etc, · Test taking culture will be discussed in department and grade-level meetings for an effective establishment, · More incentives will be provided to encourage the students, · Parents/guardians will be asked to get more involved in this process. 	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>		
<p>Action Step 1: Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. (2016-17 school year)</p> <p>Action Step 3: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2016-17 school year)</p> <p>Action Step 4: Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for</p>	<p>Person(s) Responsible College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>YPI is offering APEX for credit recovery</p> <p>School is offering FuelEd for credit recovery</p>

college readiness, including test prep for ACT/SAT. (2016-17 school year)		
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2016 July 31, 2016</p> <p>August 22, 2016 June 10, 2017</p> <p>August 22, 2016 June 10, 2017</p> <p>August 22, 2016 June 10, 2017</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for</p>	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source.</p>	<p>\$0</p>	<p>N/A</p>

<p>data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 		<p>State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>		
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<p>formats and languages spoken by families at schools</p> <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>

Total amount of state categorical funds allocated to this school \$

Federal Programs	Allocation	Consolidated in the SWP
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$155,755	<input checked="" type="checkbox"/>
Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I English teacher %100	Certificated Personnel Salaries	1000-1999	\$40,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$5,000.00	
Action Step 2:	Prof. Services and Operating Expenditures	5800	\$22,000.00	
Action Step 3: Reading intervention program	Books and Supplies	4000-4999	\$5,000.00	
Action Step 3: Novels	Books and Supplies	4000-4999	\$3,000.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: Discovery Learning	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$34,510	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$6,967.31	
Books and Supplies	4000-4999	\$10,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$65,827.10	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I intervention teacher for 100%	Certificated Personnel Salaries	1000-1999	\$60,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$5,000.00	
Action Step 2: Alex	Prof. Services and Operating Expenditures	5800		
Action Step 3: Math intervention program	Books and Supplies	4000-4999		
Action Step 3: Math manipulatives	Books and Supplies	4000-4999		
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$34,510.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$6,967.31	
Books and Supplies	4000-4999	\$10,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$65,827.10	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Title 1 English Teacher	Classified Personnel Salaries	2000-2999	\$60,294.96	
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999	\$2,500.00	
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999	\$200.00	
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999	\$285.00	
Action Step 1: Oxford dictionaries for EL classes	Books and Supplies	4000-4999	\$100.00	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,085.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$5,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800	\$1,650.	
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800	\$5,000.00	\$2,539.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$7,539.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900	\$100.00	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$400.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$6,400.00	
Communications	5900	\$100.00	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 ELA teacher for 10% 1 math teacher for 10%	Certificated Personnel Salaries	1000-1999	\$10,000.00	
Action Step 4: 1 ELA teacher for 10% (ACT/SAT prep) 1 math teacher for 10% (ACT/SAT prep)	Certificated Personnel Salaries	1000-1999	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

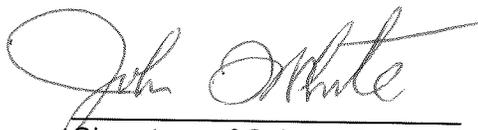
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list)	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:12/06/2016.

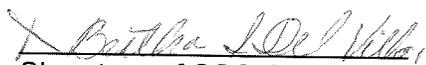
Attested:

John White
 Typed name of School Principal


 Signature of School Principal

12-06-16
 Date

X Beatha S Del Villar
 Typed name of SSC Chairperson


 Signature of SSC Chairperson

12-06-16
 Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$155,755	Title I, Part A	\$155,755	\$0.00
\$1,860	Title II	\$1,860	\$0.00
0	Title III, LEP		
0	Title III, Immigrant	0	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$100,000.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	\$23,787.56
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**

Academic achievement

Graduation rate

Safety and wellness of our students

- Identify the major expenditures supporting these priorities.

Curriculum,

Title I coordinators,

Staffing,

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

Title I support system was implemented

McGraw Hill online CCSS aligned curriculum implementation

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- What specific actions related to those strategies were eliminated or modified during the year?

N/A

- Identify barriers to full or timely implementation of the strategies identified above.

N/A

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

N/A

- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

N/A

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

-Implementing McGraw Hill CCSS aligned curriculum helped improve Math and English SBAC scores
-One-on-one support from Title I Coordinators helped our low achieving students improve their scores

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other _____

- Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan

- Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?
-SSC provided input and guidance in developing the SPSA. It is reviewed periodically in SSC meetings to discuss its effectiveness.

- How were advisory committees involved in providing advice to the SSC?

-ELAC committee provides recommendations to the SSC which are then integrated into the SPSA

- How was the plan monitored during the school year?
- It is reviewed periodically in SSC meetings to discuss its effectiveness.

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
- Increased communication to involve more stakeholders

Outcomes

- Identify any goals in the current SPSA that were met.
-All but we did not meet our goal for EL improvements and chronic absenteeism

 - Identify any goals in the current SPSA that were not met, or were only partially met.
-EL improvements and chronic absenteeism
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Outside factors influenced the outcome of these goals, not due to the lack of implementation of specific strategies

- **Based on this information, what might be some recommendations for future steps to meet this goal?**

-EL improvements, More PDs for staff, ELD classes, SDAIE strategies, Flex Literacy, Myon, MobyMax

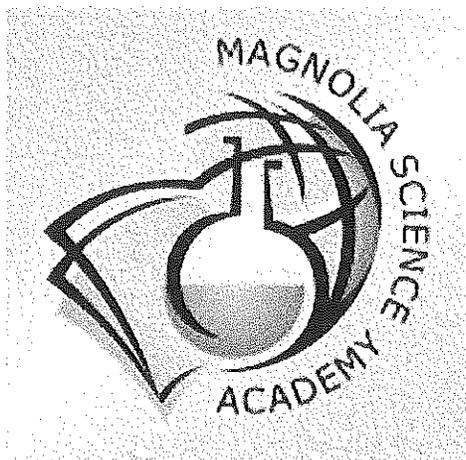
-Chronic absenteeism, be more proactive in communicating with parents

Magnolia Science Academy-3

Meeting Name: <u>School Site Council</u>	Meeting Date: <u>12/16/14</u>
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	Name	Department	Sign In Time
1	<u>Amy Escobar</u>	<u>Superintendent</u>	<u>3:20</u>
2	<u>Will Gray</u>	<u>VOA MS</u>	<u>3:34</u>
3	<u>Shandra Daryl</u>	<u>Doc</u>	<u>3:20 pm</u>
4	<u>Student</u>	<u>→ Kiera Glover</u>	<u>3:20 pm</u>
5	<u>Student</u>	<u>→ La Joy Atkins</u>	<u>3:20 pm</u>
6	<u>John White</u>	<u>Magome</u>	<u>3:20</u>
7	<u>Bertha I Del Villar</u>	<u>Parent</u>	<u>3:20</u>
8	<u>Margarita Lopez</u>	<u>Parent</u>	<u>3:20</u>
9	<u>Robert Klaus</u>	<u>"</u>	<u>3:20</u>
10	<u>Ma. Carmen Fdy</u>	<u>"</u>	<u>3:20</u>
11	<u>Maria Encinas</u>	<u>"</u>	<u>3:00</u>
12	<u>Rose Pano</u>	<u>Teacher</u>	<u>3:20</u>
13	<u>Patricia Valenzuela</u>	<u>Staff</u>	<u>3:20</u>
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Single Plan for Student Achievement



2016-17

A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-San Diego

District: San Diego Unified School District

County-District School (CDS) Code: 19-64733-6119945

Principal: Gokhan Serce

Date of this revision: 12/15/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Gokhan Serce

Position: Principal

Telephone Number: (619) 644-1300 x 1013

Address: 6365 Lake Atlin Ave. San Diego, CA 92119

E-mail Address: gserce@magnoliapublicschools.org

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need:</p> <p>To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ School wide performance results will increase by 3% and all subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system from 2016 to 2017. ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy data from 2015 ▪ Fall 2015 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>On the 2016 SBAC the school performed well above the district, county, and state results in the area of English Language Arts. The school had 71% of our students met or exceeded the standards on the 2016 SBAC test.</p> <p>When looking at subgroups a growth area for our school is to address the needs of EL students. Of the 11 students tested none met or exceeded the standards the standards on the 2016 SBAC, however 45% nearly met the standards. It should be noted that 2.8% of our school's population was classified as EL and is a statistically insignificant subgroup. The socioeconomically disadvantaged subgroup, comprising 22.7% of our school's population, scored 61% at or above standard. An additional 26% of this subgroup scored nearly met standard.</p> <p>In the Fall of 2016 students took the NWEA Measures of Academic Performance (MAP) test. These results give us a view of the students currently attending our school and play a role in our goal setting. MAP testing scores students in 5 categories, ranking from low to high achievement. These tests score students in the areas of Mathematics, Reading and Language Usage.</p> <p>As a school 55% of students scored high or high-average on the reading section, and 61% scored high or high-average on the language usage section Fall 2016 MAP test</p>
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>

STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.		
Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)	Teachers, leadership team	
Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)	Teachers, leadership team	
Task 2: Teachers will be provided a professional development by SDCOE on SDAIE Strategies in February 2017.	Teachers, leadership team	\$500 SDAIE Training for teachers by SDCOE
Task 3: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)	Dean of Academics, RTI coordinator, leadership team	\$1,500 Title I for MAP test
Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2016)	Dean of Academics, RTI coordinator, leadership team	\$22,533 Title I Title-I intervention teacher
Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2016)	Teachers, Dean of Academics, RTI coordinator, leadership team	\$1,800 Title I for supplementary instructional materials: \$1500 for novels \$300 for Read Naturally
Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)		\$1500 Title I for PD in ELA support and interventions
Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2016-17 school year)		
Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)	ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team Dean of Academics, Principal	
Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2016)	Dean of Academics, Principal	
Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2016)		
Task 2:	Dean of Academics, RTI	

<p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2016)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy.</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>	<p>coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
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<p>PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.</p> <p>Identified Need:</p> <p>To increase the percentage of students who score proficient or above in math on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ School wide performance results will increase by 5% and all subgroups will meet or exceed proficiency targets in Math on the CAASPP assessment system from 2016 to 2017. ▪ For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC math data from 2016 ▪ Fall 2016 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>On the 2016 SBAC the school performed well above the district, county, and state results in the area of Mathematics. The school had 61% of our students score at or above standards on the 2016 SBAC test.</p> <p>When looking at subgroups a growth area for our school is to address the needs of EL students. 0% of EL students met or exceeded the standards on the 2016 SBAC. 40% of students from this subgroup nearly met the standard. It should be noted that 2.8% of our school's population is classified as EL and is a statistically insignificant subgroup. The socioeconomically disadvantaged subgroup, comprising 22.7% of our school's population, scored 49% at or above standard. An additional 30% of this subgroup scored nearly met standard.</p> <p>In the Fall of 2016 students took the NWEA Measures of Academic Performance (MAP) test. These results give us a view of the students currently attending our school and play a role in our goal setting. MAP testing scores students in 5 categories, ranking from low to high achievement. These tests score students in the areas of Mathematics, Reading and Language Usage.</p> <p>As a school 53% of students scored in the High and High Average Range.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies due to the increased importance of language in the mathematics components of CCSS. (2016-17 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2016-17 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 2: Teachers will be provided a professional development by SDCOE on SDAIE Strategies in February 2017.</p> <p>Task 3: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2016)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 14, 2016)</p> <p>Task 2: Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2016-17 school year)</p> <p>Action Step 3: Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p>Task 1: Charter School will select math intervention materials and resources. (by September 30, 2017)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2016)</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2016)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p>	<p>\$500 SDAIE Training for teachers by SDCOE(This cost is already mentioned in 1-A)</p> <p>\$1,500 Title I for MAP test</p> <p>\$22,533 Title I Title-I intervention teacher(This cost is already mentioned in 1-A)</p> <p>\$2,000 Title I for supplementary instructional materials: Study Island</p> <p>\$1,000 Title I for PD in math support and interventions</p>
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<p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in math</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>	<p>team</p> <p>Teachers, MathDept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
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<p>PERFORMANCE GOAL 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.</p> <p>Identified Need:</p> <p>To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ EL subgroup will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) will increase 5% from Fall 2016 to Spring 2017. ▪ The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 7% from the prior year. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data from 2015 ▪ Fall 2015 MAP test data ▪ CELDT results ▪ EL re-classification rates 	<p>What were the findings from the analysis of this data?</p> <p>As stated in previous goals the EL subgroup had the following results on the 2016 SBAC test. 0% of EL students met or exceeded the standards on the 2016 SBAC English Language Arts subtest and 0% met or exceeded the standards on the Math portion. 45% of EL students nearly met the standard for Reading and 40% nearly met the standard for Math. It should be noted that 2.8% of our school's population is classified as EL and is a statistically insignificant subgroup.</p> <p>In the 2015-2016 school year 14 students took the CELDT test including 1 student who took the initial assessment. Overall 3 students scored advanced, 5 students scored early-advanced, 3 students scored intermediate, 2 students scored early intermediate, and 1 student scored beginning. With regards to EL reclassification rates in the 2015-2016 school year 2 students were Reclassified English Language Proficient after the CELDT exam and results on their MAP tests were analyzed. This represents a 14% reclassification rate.</p> <p>In the 2016-2017 school year 14 students were assessed. At the time of this report being completed results had not been received.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
Action Step 1:	Person(s) Responsible	Cost and Funding

		Source (Itemize for Each Source)
<p>Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 28, 2016)</p> <p>Task 2: ELD time will be built into in the master schedule.</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2016)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2016)</p>	<p>Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p>	<p>Source (Itemize for Each Source)</p> <p>Below costs are already mentioned in Goal 1-A</p> <p>\$500 SDAIE Training for teachers by SDCOE</p> <p>\$1,500 Title I for MAP test</p> <p>\$22,533 Title I Title-I intervention teacher</p> <p>\$1,800 Title I for supplementary instructional materials: \$1500 for novels \$300 for Read Naturally</p>
<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2016)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2016)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2016-17 school year)</p>	<p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p>	<p>\$1500 Title I for PD in ELA support and interventions</p>
<p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2016-17 school year)</p> <p>Task 1: All ELs will be assessed in reading. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics,</p>	

<p>instruction. (2016-17 school year)</p> <p>Task 4:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.</p> <p>(2016-17 school year)</p> <p>Task 5:</p> <p>The school leadership will implement the observation protocol monthly. (2016-17 school year)</p> <p>Task 6:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2016-17 school year)</p>	<p>leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>
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<p>PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.</p> <p>LEA GOAL:</p> <p>For each year of the charter, all Charter School core class teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need:</p> <p>To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ 100% of Charter School's core class teachers will be appropriately assigned and fully credentialed as required by law and the charter. ▪ 100% of Charter School's teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit ▪ Teacher PD needs assessments ▪ Teacher PD attendance, including participation in BTSA and EL Authorization programs ▪ Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>MSA-SD employees meet the requirements of HQT as per our charter and the expectations set forth by our authorizer Teachers have a brief walkthrough at least twice per semester and one formal observation every semester. These observations in addition to their student performance scores are used to provide an overall annual evaluation.</p> <p>All of the teachers at MSA-SD are expected to be members of a national or state level professional organization in their content area. They are also encouraged to attend conferences and training related to their content area. Teachers participate bi-weekly in subject specific professional learning committees to focus on sharing best practices related to their content area.</p> <p>This year School modified its academic calendar to add more staff PD half and full days to provide specific PDs</p> <p>During MPS summer in-service, teachers were provided training by a variety of professionals on subject specific areas. It was 3 day long PD for all staff in LA.</p> <p>During MSA-SD's Winter professional development an outside provider from the SDCOE and on a separate occasion Dr. Gale Gorke trained our whole staff on SDAIE strategies, and differentiation.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1:</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for</p>

<p>Charter School will conduct credential review and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 1:</p> <p>Charter School will conduct credential review as part of teacher hiring process. (2016-17 school year)</p> <p>Task 2:</p> <p>Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 3:</p> <p>Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 school year)</p> <p>Action Step 2:</p> <p>Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)</p> <p>Task 1:</p> <p>Charter School will schedule PD in abovementioned areas. (2016-17 school year)</p> <p>Task 2:</p> <p>Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2016-17 school year)</p> <p>Action Step 3:</p> <p>Teachers will receive PD in areas of need identified through needs assessment. (2016-17 school year)</p> <p>Task 1:</p> <p>Charter School will identify further PD needs besides the ones listed in Action Step 2. (2016-17 school year)</p> <p>Task 2:</p> <p>Charter School will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4:</p> <p>Charter School will evaluate its teachers for their performance. (2016-17 school year)</p> <p>Task 1:</p> <p>Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal</p>	<p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>Each Source)</p> <p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, and 2, respectively.</p> <p>\$662.00 for PBL (Project Based Learning) PD</p>
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<p>observations and formal evaluation. (2016-17 school year)</p> <p>Task 2:</p> <p>Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2016-17 school year)</p> <p>Task 3:</p> <p>Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-17 school year)</p>		
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 15% of Charter School’s students will be home-visited by the teachers.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

During the 2015-2016 school year MSA-San Diego had an ADA rate of 96.7%. This was achieved with creating a school climate where students feel welcome and safe. The school has a character education program called Get Ready for Life that focuses on social emotional learning, life skills, and anti-bullying topics. The suspension rate for the 2015-2016 school year was 0.9% which was within our goal but is a number we have enacted policies to attempt to reduce. The expulsion rate for the school was 0%. The chronic absenteeism rate was below 1% of students during the creation of the report. We had monthly Parent Task Force (PTF) meetings as well as several campus events aimed at getting parent involvement as well as events aimed specifically at parents. This included advocacy for our newsite approval, coffee with the principal in which parents were invited monthly to meet the principal before school, school dances, University Showcase, Walk-a-thon, School Olympics and many other events.

With these data points in mind we set the goals of having an annual ADA percentage of 95%, as well as maintain a chronic absenteeism rate of no more than 1%. In order to ensure parents are involved in the school community we will be using periodic surveys to ensure parents are happy with the current programs at the school and to seek input for future campus changes and improvements. We have also set a goal of visiting 15% of the students with a home-visit during the school year to increase the connection between our school and the home.

The school has created a Comprehensive School Safety Plan and shared it with all stakeholders at the school. This plan is critical in creating a safe environment at our campus. Each classroom is equipped with a full set of emergency supplies. Additionally the school participates in monthly emergency drills to ensure that all students

	and teachers are prepared in the event of an emergency.	
How will the school evaluate the progress of this goal?	Where can a budget plan of the proposed expenditures for this goal be found?	
Weekly, monthly, quarterly, and annual program monitoring and evaluation	See Form F: Budget Planning Tool	
STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		
Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year)	Person(s) Responsible Teachers, leadership team	Cost and Funding Source (Itemize for Each Source) \$5,000 for home-visit stipend (General Unrestricted Funds)
Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year)	Teachers, Dean of Students, leadership team	
Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)	Teachers, Dean of Students, leadership team	
Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)	Teachers, Dean of Culture, leadership team	
Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2016-17 school year)	Teachers, Dean of Culture, leadership team	
Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 school year)	Teachers, Dean of Culture, Dean of Academics, leadership team	
Task 2:	EL coordinator, Dean of	

<p>Charter School will schedule annual workshops for parents of EL students. Topics to be covered include 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. (2016-17 school year)</p> <p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2016-17 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 school year)</p> <p>Task 2: Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2016-17 school year)</p>	<p>Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support</p> <p>MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFE funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

School Goal #: 2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will provide coaching and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, as well as model push-in support).</p> <p>The EL program coordinator sponsored by the Title III consortium lead will conduct lesson demonstrations and classroom observations/walk throughs in order to help improve instruction delivered to English learners.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will help teachers and site level coordinators monitor the progress of English learners and reclassified students, and create appropriate interventions and action plans as needed.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will lead and train the ELD coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the adoption and implementation of the ELD curriculum.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the Title III improvement plan, and any other Title III requirements.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will attend related professional development and share resources with school leaders and staff.</p>	Ongoing	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	\$37,310 for the Consortium	Title III-LEP

School Goal #: 1A, 1B, 2, 3, 4

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation</p> <p>MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 1A, 1B, 2, 3, 4,

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<ul style="list-style-type: none"> ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fq/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Gokhan Serce	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latif Arslan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nathan Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane McBee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Miguel Talamantez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	1	1	1	1

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 3/04/2015

Attested:

Aokhey Soree
 Typed name of School Principal

Aokhey Soree
 Signature of School Principal

1-10-2017
 Date

Miguel Talamantez
 Typed name of SSC Chairperson

Miguel Talamantez
 Signature of SSC Chairperson

1-10-2017
 Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$26,810	Title I, Part A	\$32,333	\$0.00
\$662.00	Title II	\$662.00	\$0.00
	Title III, LEP	*Title III LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$0	Title III, Immigrant	\$0	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$22,533.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$6,800.00
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$3,662.00
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: SDAIE Training for teachers by SDCOE	Prof. Services and Operating Expenditures	5800	\$500.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,500.00	
Action Step 2: 1 Part Time Title -1 Teacher	Certificated Personnel Salaries	2000-2999	\$22,533.00	
Action Step 3: Read Natrally	Books and Supplies	4000-4999	\$300.00	
Action Step 3: Novels	Books and Supplies	4000-4999	\$1500.00	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$1,500.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$22,533.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,300.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$2,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: Study Island	Books and Supplies	4000-4999	\$2,000.00	
Action Step 3: PD in Math support and interventions	Prof. Services and Operating Expenditures	5800	\$1,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	0	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,500.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$1,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800		\$662.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$662.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900		
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800		
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

SPSA ANNUAL EVALUATION

The SSC met and evaluated the 2015-16 SPSA on December 15, 2016 and approved the 2016-17 SPSA. The following are highlights from the annual evaluation:

- Based on the 2015-16 state test results MSA-San Diego met its goals both in math and ELA and became the highest performing middle school in the neighborhood.
- The top priority in the current SPSA is the intervention programs for our students. MSA-San Diego teachers will continue to provide targeted CCSS aligned ELA and math intervention during the daily intervention period, before and after school and on Saturdays to meet the students' needs. MSA-San Diego has hired a part time Title 1 teacher to help implementation and effectiveness of the intervention programs, and to help dean of students to monitor student growth using student achievement and growth data, disaggregate and analyze data and train and monitor teachers in use of data to inform instruction.
- MSA-San Diego didn't meet its home visit goal in 2015-16 year. To increase the amount of home visits in 2016-17 school year admin and grade level teachers are scheduling home visits that related teachers participate.
- Teacher PD is an important part of our plan. Investing in our teachers' professional growth is essential to student achievement. MSA-San Diego started implementing "Teachboost" program and MPS evaluation protocol to support our teachers' instructional practices and identify areas for growth. Teachers participate in MPS-wide professional development days as well as site-based PD. The school will continue to support teacher PD activities.

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement 2016-17

School: Magnolia Science Academy-Santa Ana

District: SBE-Magnolia Science Academy-Santa Ana

County-District School (CDS) Code: 30-76893-0130765

Principal: Varol Gurler, Elementary School Principal and Site Director
Laura B. Schlottman, Secondary School Principal

Date of this revision: 12/4/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Varol Gurler

Position: Principal

Telephone Number: (714) 479-0115

Address: 2840 W 1st Street Santa Ana, CA 92703

E-mail Address: vgurler@magnoliapublicschools.org

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

LEA GOAL:

MSA-SA will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will show 10% increase in meet or exceed levels on the CAASPP assessment system in English Language Arts/Literacy.
- For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017.

What data did you use to form this goal?

- SBAC ELA/Literacy data from 2016
- Fall 2016 MAP test data

What were the findings from the analysis of this data?

Reading-

With MSA-SA's relocation and expansion to grade levels from 6-12 to TK-12 in 2016-2017 school year, the student numbers increased from 145 to 630. New students brought new demographics and challenges. The new student population has 82% FRL, 84% Hispanic, 18% Homeless/Foster, 44% English Learners and 14% students with disabilities.

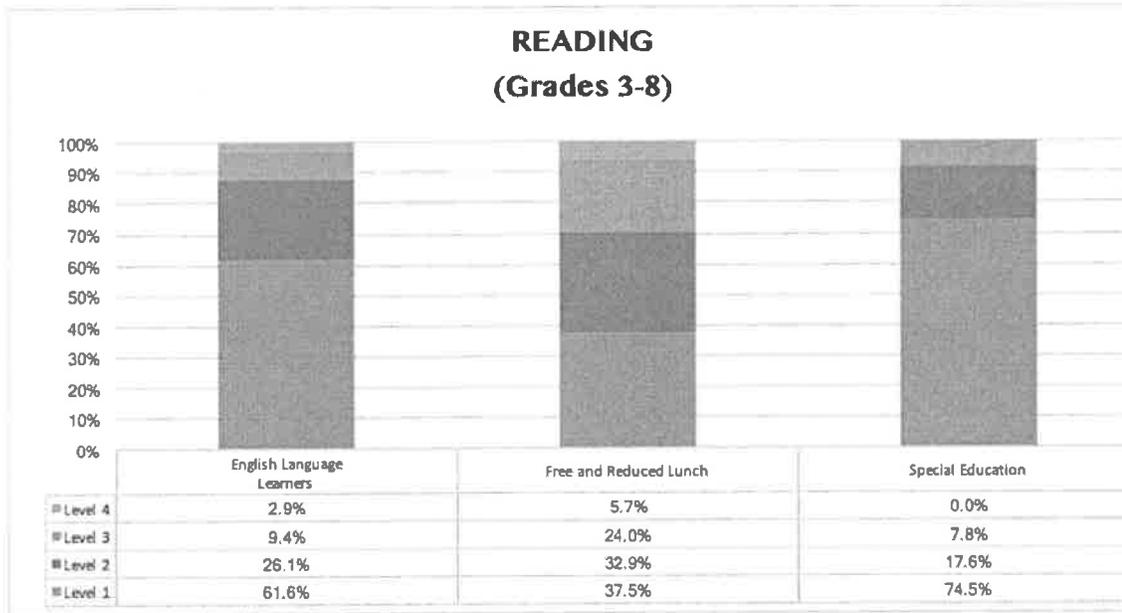
Fall 2016 MAP reading data shows only % 35.2 aggregate projected proficiency as compared to previous year's SBAC proficiency of 73%. Current proficiency levels of students are not as much as previous year's performance.

Grade level breakdown of Projected Proficiency on 2017 SBAC Reading based on 2016 Fall MAP Data

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	61	18	29.5%	22	36.1%	13	21.3%	8	13.1%
4	56	30	53.6%	10	17.9%	9	16.1%	7	12.5%
5	54	19	35.2%	17	31.5%	17	31.5%	1	1.9%
6	58	26	44.8%	15	25.9%	15	25.9%	2	3.4%
7	89	27	30.3%	25	28.1%	31	34.8%	6	6.7%
8	43	7	16.3%	18	41.9%	12	27.9%	6	14.0%
Total	361	127	35.2%	107	29.6%	97	26.9%	30	8.3%

2016 Fall MAP Reading data shows %12.3 of projected proficiency for ELL, %29.7 proficiency for FRL and only 7.8% proficiency on 2017 SBAC Reading tests.

**DATA SUMMARY BY PROGRAMS
2016 FALL MAP**



How will the school evaluate the progress of this goal?	Where can a budget plan of the proposed expenditures for this goal be found?
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<p>MSA-SA will look at the data from SBAC and MAP assessments:</p> <ul style="list-style-type: none"> ● Fall 2016, Winter 2016 and Spring 2017 MAP assessment results will be used to measure student growth over time and predict projected proficiency in the 2017 SBAC. ● SBAC Interim Comprehensive Assessments Data will be used to monitor overall scale scores, overall performance level designations, and claim-level information. ● SBAC Interim Assessment Blocks Data will be used as formative assessment for instructional purposes. 	<p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: MSA-SA will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction using CHATS framework and strategies. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>Teachers will provide CCSS aligned ELA instruction using CHATS framework and strategies. (2016-17 school year)</p> <p>Action Step 2:</p> <p>RTI teams will place students into appropriate intervention groups, and teachers will provide targeted ELA support and interventions by October 2016.</p> <p><i>Task 1:</i></p> <p>MSA-SA will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes by October 2016.</p> <p><i>Task 2:</i></p> <p>Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p>		<p>\$2,600 Title I for MAP test</p> <p>\$6,825 Title I for Renaissance (AR) Program</p> <p>\$30,000 RTI coordinator's salary</p> <p>\$10,200 Employee benefits</p> <p>\$9,000 Instructional materials and supplies (including Reading Plus)</p> <p>\$2,800 Title I for Saturday Academy</p> <p>\$9,500 Title I for Home Visit Program</p>

<p>Action Step 3:</p> <p>MSA-SA uses research-based reading intervention programs (Accelerated Reader and Reading Plus) that target the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA will select reading intervention materials and resources. (by October, 2016)</p> <p><i>Task 2:</i></p> <p>MSA-SA will purchase supplementary instructional materials and benchmark assessments. (By October, 2016)</p> <p><i>Task 2:</i></p> <p>MSA-SA will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October, 2016)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy.</p> <p><i>Task 2:</i></p> <p>Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p><i>Task 3:</i></p> <p>MSA-SA will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>		
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

MSA-SA will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will show 10% increase in meet or exceed levels on the CAASPP assessment system in math.
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

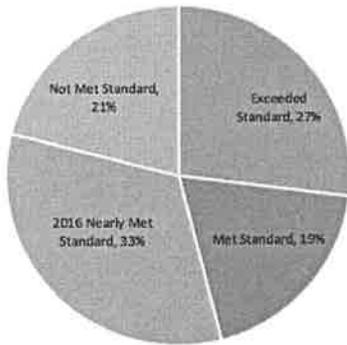
What data did you use to form this goal?

- SBAC math data from 2016
- Fall 2016 MAP test data.

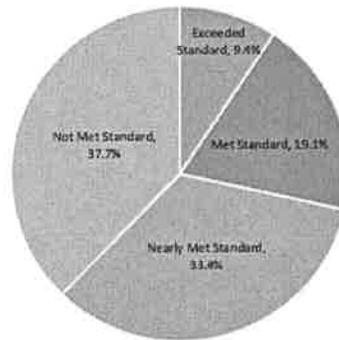
What were the findings from the analysis of this data?

Fall 2016 MAP Math data shows only % 28.5 aggregate projected proficiency as compared to previous year’s SBAC proficiency of 46%. Current proficiency levels of students are not as much as previous year’s performance.

MSA SA MATH SBAC 2016



MSA - SA MAP MATH FALL 2016

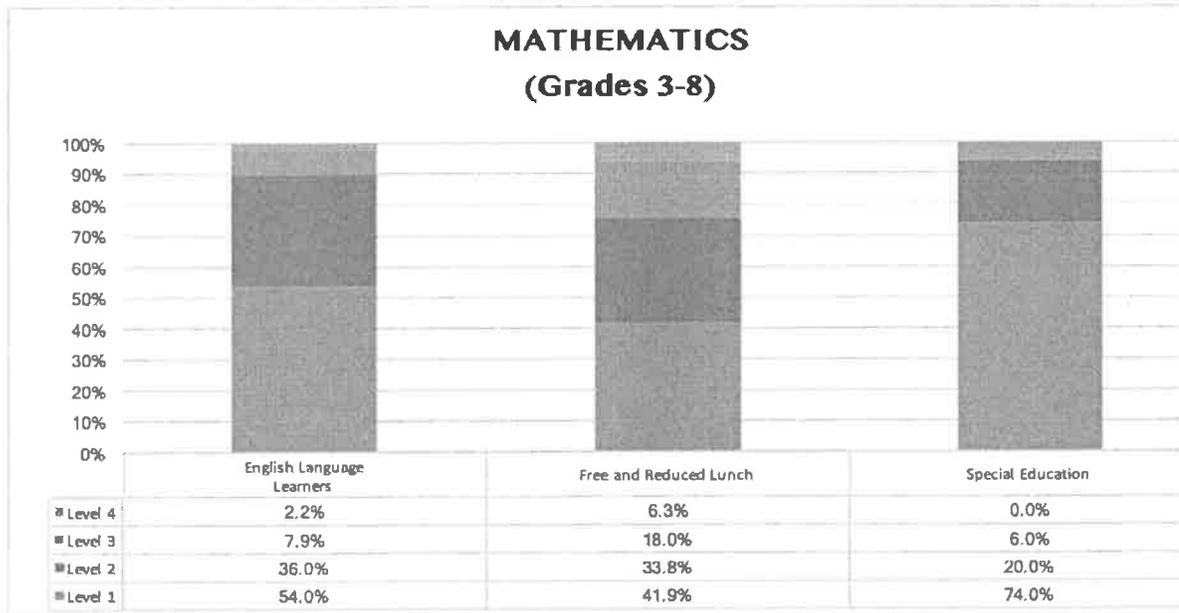


Grade level breakdown of Projected Proficiency on 2017 SBAC Math based on 2016 Fall MAP Data

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	61	11	18.0%	27	44.3%	17	27.9%	6	9.8%
4	56	20	35.7%	19	33.9%	17	30.4%	0	0.0%
5	54	18	33.3%	24	44.4%	10	18.5%	2	3.7%
6	59	32	54.2%	18	30.5%	4	6.8%	5	8.5%
7	88	36	40.9%	28	31.8%	13	14.8%	11	12.5%
8	43	19	44.2%	6	14.0%	8	18.6%	10	23.3%
Total	361	136	37.7%	122	33.8%	69	19.1%	34	9.4%

2016 Fall MAP Math data shows %11.1 of projected proficiency for ELL, %24.3 proficiency for FRL and only 6.0% proficiency on 2017 SBAC Math tests.

DATA SUMMARY BY PROGRAMS 2016 FALL MAP



How will the school evaluate the progress of this

Where can a budget plan of the proposed expenditures for this

<p>goal?</p> <p>MSA-SA will look at the data from several assessments:</p> <ul style="list-style-type: none"> ● Fall 2016, Winter 2016 and Spring 2017 MAP assessment results will be used to measure student growth over time and predict projected proficiency in the 2017 SBAC. ● SBAC Interim Comprehensive Assessments Data will be used to monitor overall scale scores, overall performance level designations, and claim-level information. ● SBAC Interim Assessment Blocks Data will be used as formative assessment for instructional purposes. ● Intervention MAP data such as from ALEX will be used as RTI monitoring tool. ● Classroom assessment data. 	<p>goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: MSA-SA will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned math instruction using CHATS framework and strategies. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>Teachers will provide CCSS aligned math instruction using CHATS framework and strategies. (2016-17 school year)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by October, 2016)</p> <p><i>Task 1:</i></p> <p>MSA-SA will use the MAP test and teacher feedback to identify and place students in math intervention groups</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$2,600 Title I for MAP test</p> <p>\$30,000 RTI coordinator's salary</p> <p>\$10,200 Employee benefits</p> <p>\$9,000 Instructional materials and supplies</p> <p>\$2,800 Title I for Saturday Academy</p> <p>\$9,500 Title I for Home Visit Program</p>

<p>and classes. (by October, 2016)</p> <p><i>Task 2:</i></p> <p>Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p> <p>Action Step 3:</p> <p>MSA-SA will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA will select math intervention materials and resources. (by October, 2016)</p> <p><i>Task 2:</i></p> <p>MSA-SA will purchase supplementary instructional materials and benchmark assessments. (by October, 2016)</p> <p><i>Task 3:</i></p> <p>MSA-SA will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October, 2016)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>Teachers will implement the MAP test in Fall 2016 and Spring 2016 to measure student growth in math.</p> <p><i>Task 2:</i></p> <p>Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p><i>Task 3:</i></p> <p>MSA-SA will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
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PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

MSA-SA will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

Identified Need:

To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English.

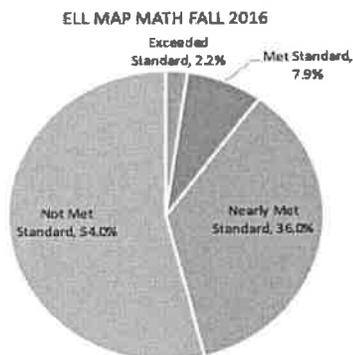
Expected Annual Measurable Outcomes:

- ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.

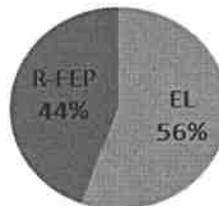
What data did you use to form this goal?

- SBAC ELA/Literacy and math data from 2016
- Spring 2015 MAP test data
- Fall 2016 MAP test data
- CELDT results
- EL re-classification rates
- Teacher recommendation/ELA Grades

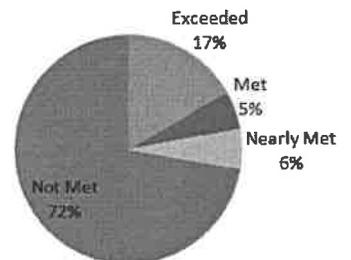
What were the findings from the analysis of this data?



MSA-SA EL Reclassification Rates 2015-2016



EL MAP Math Winter 2015



<p>How will the school evaluate the progress of this goal?</p> <p>MSA-SA will look at the data from several assessments:</p> <ul style="list-style-type: none"> ● CELDT Data ● Fall 2016, Winter 2016 and Spring 2017 MAP assessment results will be used to measure student growth over time and predict projected proficiency in the 2017 SBAC. ● SBAC Interim Comprehensive Assessments Data will be used to monitor overall scale scores, overall performance level designations, and claim-level information. ● SBAC Interim Assessment Blocks Data will be used as formative assessment for instructional purposes. ● Intervention MAP data will be used as RTI monitoring tool. ● Classroom assessment data. 	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: MSA-SA will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1:</p> <p>MSA-SA will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by October, 2016)</p> <p><i>Task 2:</i></p> <p>ELD time will be built into in the master schedule.</p> <p><i>Task 3:</i></p> <p>MSA-SA will purchase supplementary ELD materials and benchmark assessments. (by October, 2016)</p> <p><i>Task 4:</i></p> <p>MSA-SA will schedule and provide initial training for</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p>	<p>ELD Curriculum: \$1,681 (Title III funds)</p> <p>MSA-SA is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, MSA-SA will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>

<p>instructional staff and schedule follow up professional development activities. (by October, 2016)</p>		
<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October, 2016)</p>	<p>Dean of Academics, EL coordinator, leadership team</p>	
<p><i>Task 1:</i> Teachers will identify targeted ELD areas and levels of support needed. (by October, 2016)</p>		
<p><i>Task 2:</i> Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2016-17 school year)</p>	<p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p>	
<p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2016-17 school year)</p>	<p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p>	
<p><i>Task 1:</i> All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p>	
<p><i>Task 2:</i> MSA-SA will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics</p>	
<p><i>Task 3:</i> Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p>	
<p><i>Task 4:</i> The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October, 2016)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p>	
<p><i>Task 5:</i> The school leadership will implement the observation</p>	<p>Title III Consortium lead EL program coordinator, leadership team</p>	

<p>protocol monthly. (2016-17 school year)</p> <p><i>Task 6:</i></p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least each semester. (2016-17 school year)</p>	<p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL:</p> <p>MSA-SA will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need:</p> <p>To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <p>MSA-SA will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support his or her needs.</p>	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ● Fall 2016 MAP test data ● CELDT results ● EL re-classification rates ● Cool SIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>Immigrant students: MSA-SA currently has 23 immigrant students most of whom are in the beginning stages of English Language development. In order to support their English skills, our ELD coordinator works with teachers that integrated and designated ELD are provided. MSA-SA ELD coordinator supports all teachers to ensure that they are providing the proper accommodations to our English Learners. MSA-SA uses DuoLingo program to provide an additional support, and to accelerate their English acquisition during their ELD classes.</p>
<p>How will the school evaluate the progress of this goal?</p> <p>MSA-SA will look at the data from several assessments:</p> <ul style="list-style-type: none"> ● Fall 2016, Winter 2016 and Spring 2017 MAP assessment results will be used to measure student growth over time and predict projected proficiency in the 2017 SBAC. 	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>

<ul style="list-style-type: none"> ● SBAC Interim Comprehensive Assessments Data will be used to monitor overall scale scores, overall performance level designations, and claim-level information. ● SBAC Interim Assessment Blocks Data will be used as formative assessment for instructional purposes. ● CELDT Data ● Intervention MAP data will be used as RTI monitoring tool. ● Classroom assessment data. ● CoolSIS Data on behavior 		
<p>STRATEGY: MSA-SA will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1:</p> <p>MSA-SA will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA will identify the immigrant students and their needs. (by October, 2016)</p> <p><i>Task 2:</i></p> <p>MSA-SA will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2016-17 school year)</p> <p><i>Task 3:</i></p> <p>MPS Home Office will monitor the site-level implementation of the counseling services at least each semester. (2016-17 school year)</p> <p>Action Step 2:</p> <p>MSA-SA will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2016-17 school year)</p> <p><i>Task 1:</i></p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, Dean of Student, RTI coordinator, EL coordinator, leadership team</p> <p>Dean of Students, leadership team</p> <p>MPS Home Office</p> <p>Dean of Students, RTI coordinator, EL coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>-Bilingual Teacher Aide</p>

<p>MSA-SA will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (By October, 2016)</p>		
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<p>PERFORMANCE GOAL 3: All students will be taught by qualified teachers.</p> <p>LEA GOAL: For each year of the charter, all MSA-SA teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need: To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ● 100% of MSA-SA’s teachers will be appropriately assigned and fully credentialed as required by law and the charter. ● 100% of MSA-SA’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ● Initial and annual verification of teacher credentials ● Compliance documentation for MSA-SA Oversight Visit ● Teacher PD needs assessments ● Teacher PD attendance, including participation in BTSA and EL Authorization programs ● Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>MSA-SA employs teachers and assigns classes in compliance with the Ed code and the charter petition. School leadership and MPS make sure teachers are appropriately credentialed and stay credentialed while employed at MSA-SA. School HRIS Paycom helps track the data.</p>
<p>How will the school evaluate the progress of this goal?</p> <p>Internal HR Audits are performed annually to stay compliance with the regulations. Data is confirmed each year by CDE oversight visit.</p> <p>MSA-SA performs at least one formal observation a year, as well as eight informal observations throughout the year. Teachers who need support are given feedback along with an action plan, which identify the areas of need.</p> <p>All teachers including those who need support</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Educator Effectiveness Grant and Title II funds: Total: \$19,814 100 % of teachers are credentialed in the subject that they teach. Teacher PDs: \$19,814</p>

<p>are provided opportunities to participate on PD outside school.</p> <p>MSA-SA has a program where we allocate funding to reimburse teachers for their BTSA, which is, approve on our budget for the school year.</p>	<p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: MSA-SA will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1:</p> <p>MSA-SA will conduct credential review and support teachers' credentialing needs. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA will conduct credential review as part of teacher hiring process. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>MSA-SA will identify teacher credentialing needs and support teachers' credentialing needs. (2016-17 school year)</p> <p><i>Task 3:</i></p> <p>MSA-SA will annually review master schedule/teacher assignments to ensure compliance. (2016-17 school year)</p> <p>Action Step 2:</p> <p>MSA-SA will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA will schedule PD in abovementioned areas. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>MSA-SA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. MSA-SA leadership team will make daily classroom observations using the MPS teacher observation</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>protocol. (2016-17 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2016-17 school year)</p> <p><i>Task 1:</i> MSA-SA will identify further PD needs besides the ones listed in Action Step 2. (2016-17 school year)</p> <p><i>Task 2:</i> MSA-SA will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4: MSA-SA will evaluate its teachers for their performance. (2016-17 school year)</p> <p><i>Task 1:</i> MSA-SA will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2016-17 school year)</p> <p><i>Task 2:</i> MSA-SA will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2016-17 school year)</p> <p><i>Task 3:</i> MSA-SA may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-17 school year)</p>	<p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

MSA-SA will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

<p>Identified Need:</p> <p>To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ● MSA-SA will maintain an ADA rate of at last 95%. ● MSA-SA will maintain a chronic absenteeism rate of no more than 1%. ● MSA-SA will maintain a dropout rate of no more than 1%. ● MSA-SA will maintain a student suspension rate of no more than 5%. ● MSA-SA will maintain a student expulsion rate of no more than 1%. ● Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%. ● MSA-SA will hold a minimum of 5 parent activities/events per year. ● At least 25% of MSA-SA's students will be home-visited by the teachers. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ● CoolSIS Data on attendance, behavior and grades ● Meeting minutes from PTF, SSC, LCAP, ELAC meetings. ● Agenda of Coffee with principals ● Master schedule ● After school program data ● School Newsletter ● School Calendar 	<p>What were the findings from the analysis of this data?</p> <p>One of the unique characteristics of our school is our close relationship with our parents and our students. We have home visit program to create a family connection with our students.</p> <p>Also, all our teacher have an after school club in which students participate in extracurricular activities such as chess, VEX robotics, Lego robotics, ASB, art, game design, coding, and many other.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: MSA-SA will implement policies that encourage parent involvement, positive student behavior and improvements and MSA-SA teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1:</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>MSA-SA will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA will implement PBIS and alternatives to suspension. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>MSA-SA will implement a positive behavior reward system and use Cool SIS for monitoring. (2016-17 school year)</p> <p>Action Step 2:</p> <p>MSA-SA will offer Life Skills program to supplement instruction. (2016-17 school year)</p> <p>(Life Skills program contains topics on social and emotional learning, study skills, environmental issues, and conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that</p>	<p>Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>Title I- Parent Involvement: \$500</p>
<p>provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct</p>	<p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>EL coordinator, Dean of Culture, Dean of Academics, leadership team</p>	

<p>in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3:</p> <p>MSA-SA will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>MSA-SA will schedule annual workshops for parents of EL students. Topics to be covered include 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. (2016-17 school year)</p> <p>Action Step 4:</p> <p>MSA-SA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA teachers will schedule and make home-visits. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>MSA-SA teachers will document the visits, evaluate them and share necessary</p>	<p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	
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information with the appropriate staff (grade level team, counselor, administrator, etc.) (2016-17 school year)		
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<p>PERFORMANCE GOAL 5: All students will graduate from high school.</p> <p>LEA GOAL: MSA-SA will maintain a high rate of high school graduation and students will be on track to be college/career ready.</p> <p>Identified Need: To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • MSA-SA will maintain a dropout rate of no more than 1%. • MSA-SA will maintain a four-year cohort graduation rate of at least 75%. • At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. • At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Enrollment records • Graduation records • CDE records/CALPADS reports • 4-year plans • Class schedules and rosters • College Board reports 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • MSA-SA maintains graduation rate of %100 • MSA-SA has a full time College Counselor who helps students with 4-year planning, college readiness, application and scholarships. • MSA-SA provides workshops for students and parents on several college related areas. • MSA-SA goes to college field trips 	
<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • College counselor evaluation • College planning calendar • Weekly, monthly, quarterly, and annual program monitoring and evaluation 	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: MSA-SA will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>		
Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for

<p>MSA-SA will offer 4-year academic plans; outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2016-17 school year)</p> <p>Action Step 2: MSA-SA will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2016-17 school year)</p> <p>Action Step 3: MSA-SA will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2016-17 school year)</p>	<p>College Advisor, Dean of Academics, leadership team</p>	<p>Each Source)</p>
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support</p> <p>MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ● Instructional strategies in Common Core State Standards implementation ● Literacy development across the curriculum ● Instructional strategies in mathematics ● Language acquisition for English learners ● NGSS and New Science Framework ● Content area strategies ● Development of advanced instructional programming ● Intensive intervention ● Integration of state instructional resources, including digital libraries ● STEM Education and activities ● Blended learning 	<p>Summer 2016-June 2017</p>	<p>MSA-SA receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated	Funding
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Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Completion Date		Cost	Source (itemize for each source)
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least one for each semester.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>Summer 2016- June 2017</p> <p>Summer 2016- June 2017</p> <p>Summer 2016- June 2017</p> <p>Summer 2016- June 2017</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>MSA-SA is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, MSA-SA will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$39,962 for the Consortium</p>	<p>Title III- LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

<p>Data Disaggregation</p> <p>MPS Home Office data management department will provide data disaggregation to the MSA-SA for data, including but not limited to:</p> <p>§ SBAC ELA/Literacy and math data disaggregated by grade and subgroups</p> <p>§ MAP test ELA and math data disaggregated by grade and subgroups</p> <p>§ CELDT results disaggregated by grade, years in US, AMAO targets, etc.</p> <p>§ API/AYP data disaggregated by grade and subgroups</p> <p>§ Graduation data</p> <p>§ ADA reports</p> <p>§ Graduation data</p> <p>§ Any other data as needed</p>	<p>Summer 2016- June 2017</p>	<p>MSA-SA receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$5,200 (MAP Testing)</p>	<p>Title I</p>
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ● Providing professional development opportunities in parent education programs ● Serving as a link to parent and community resources ● Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ● Coordinating parent education and community outreach meetings ● Providing parents and staff the tools to successfully participate in curricular and 	<p>Summer 2016- June 2017</p>	<p>MSA-SA receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$500</p>	<p>Title I</p>

<p>budgetary decision making</p> <ul style="list-style-type: none"> • Providing staff and family access to trainings in effective school, family, and community partnerships • Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> • Developing and monitoring the school budget and preparing financial reports • Monitoring the implementation of state and federally funded programs • Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan • Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Form C: Programs Included in this Plan

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a school wide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>

<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$135,525	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of qualified teachers and principals	\$2,362	<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$1,681	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) Title III, Part B: English Language Learners	\$1,681	<input type="checkbox"/>
<input type="checkbox"/>	Educator Effectiveness Grant (list and describe)	\$17,452	<input type="checkbox"/>
	Total amount of federal categorical funds allocated to this school	\$	
	Total amount of state and federal categorical funds allocated to this school	\$155,708	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[4] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Varol Gurler	X				
Laura B. Schlottman	X				
Cobi Luciani (ELA)		X			
Vicente Washington (Math)		X			
Michael Thatcher (4 th grade)		X			
Maria Czermer-Rowell (5 th Grade)		X			
Carolina Herrera (SSC Chair)				X	
Maria Gonzales (Parent)				X	
Maria Ramirez (Parent)				X	
Joseph Oten					X
Julian Busciglio					X
Yasemin Turkkkan					X
Numbers of members in each category	2	3	1	3	3

Form E: Recommendations and Assurances

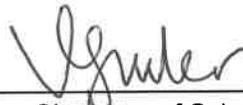
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- | | |
|--|-----------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> English Learner Advisory Committee | Signature |
| <input type="checkbox"/> Special Education Advisory Committee | Signature |
| <input type="checkbox"/> Gifted and Talented Education Advisory Committee | Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | Signature |
| <input type="checkbox"/> Other committees established by the school or district (list) | Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: **12/07/2016**.

Attested:
Varol Gurler
 Typed name of School Principal



 Signature of School Principal

12/07/2016
 Date

Carolina Herrera
 Typed name of SSC Chairperson



 Signature of SSC Chairperson

12/07/2016
 Date

Form F: Budget Planning Tool**Budget Summary:**

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$135,525	Title I, Part A	\$135,525	\$0.00
\$2,362	Title II	\$2,362	\$0.00
\$1,681	Title III, LEP	*A total of \$39,962 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$84,600
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	\$20,400
Books and Supplies	4000-4999	\$18,000
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$32,208
Communications	5900	\$500.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I RTI teacher and Assigned Saturday Academy Teachers	Certificated Personnel Salaries	1000-1999	\$52,300.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$2,600.00	
Action Step 2: Employee Benefits	Retirement & health benefits	3000-3999	\$10,200.00	
Action Step 3: Instructional Materials	Books and Supplies	4000-4999	\$9,000.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$6,825.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$52,300.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$10,200.00	
Books and Supplies	4000-4999	\$18,425.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating	5800		

Expenditures			
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I RTI teacher and Assigned Saturday Academy Teachers	Certificated Personnel Salaries	1000-1999	\$52,300.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$2,600.00	
Action Step 2: Employee Benefits	Retirement & health benefits	3000-3999	\$10,200.00	
Action Step 3: Instructional Materials	Books and Supplies	4000-4999	\$9,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$52,300.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$10,200.00	

Books and Supplies	4000-4999	\$11,600.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title III	Estimated Costs Title II
Action Step 1: 1 ELD instructional assistant	Classified Personnel Salaries	2000-2999		
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999	\$1,681.00	
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999		
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999		
Action Step 1: Oxford dictionaries for EL classes	Books and Supplies	4000-4999		
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800		

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Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Budget Category	Code	Estimated Costs Title III	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$1,681.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III- Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		

Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		
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Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800		\$2,362 + \$17,452 (Educator Effectiveness Grant)

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		

Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$19,904.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900		
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$500.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$500.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 4: College Advisor	Certificated Personnel Salaries	1000-1999		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans. Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SPSA ANNUAL EVALUATION

The SSC met and evaluated the 2015-16 SPSA on December 7, 2016 and approved the 2016-17 SPSA. The following are highlights from the annual evaluation:

- The top priority in the current SPSA is the intervention programs for our students. MSA-Santa Ana teachers will continue to provide targeted CCSS aligned ELA and math intervention during the daily intervention period, before and after school and on Saturdays to meet the students' needs. MSA-Santa Ana has hired a full-time RTI coordinator to oversee implementation and effectiveness of the intervention programs, monitor student growth using student achievement and growth data, disaggregate and analyze data and train and monitor teachers in use of data to inform instruction.
- MSA-Santa Ana uses ALEKS as its main math intervention curriculum. The program provides targeted instruction to students at their level. For reading support, the school has been using Accelerated Reader successfully and will expand the program into elementary grades. Wonders curriculum for elementary also provides additional intervention materials for our students in ELA. We will explore the ST Math program for math intervention in our elementary grades. MSA-Santa Ana will evaluate the effectiveness of our new elementary curriculum by the end of the school year.
- Teacher PD is an important part of our plan. Investing in our teachers' professional growth is essential to student achievement. MSA-Santa Ana uses a teacher coaching and evaluation protocol to support our teachers' instructional practices and identify areas for growth. Teachers participate in MPS-wide professional development days as well as site-based PD. The school will continue to support teacher PD activities.
- Home visits have been greatly appreciated by our parents in the past years and helped improve family-school connectedness. MSA-Santa Ana has moved to its new location and needs to establish strong ties with the new community. Therefore, encouraging our teachers to make home visits is a priority in the new SPSA

[1] See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

[2] List the date an action will be taken, or will begin, and the date it will be completed.

[3] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

[4] EC Section 52852

Cover Sheet

Approval of MSA Santa Clara Asset Disposition

Section: II. Consent Items
Item: B. Approval of MSA Santa Clara Asset Disposition
Purpose: Vote
Submitted by:
Related Material: II B MSA SC Asset Dispositions.pdf



Board Agenda Item #	Agenda # II B
Date:	1/19/17
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	MSA-Santa Clara asset dispositions

Proposed Board Recommendation

I move that the board ratify the transfer of the 43 Chromebooks from Magnolia Science Academy Santa Clara to our Magnolia Science Academy Santa Ana campus. In addition, I move that the board ratify the disposal of the items included in the attachment from the storage in Santa Clara.

Background

Magnolia Science Academy Santa Clara purchased Chromebooks in April 2014 for their student's educational use. In June 2016, the Santa Clara campus was closed and we were able to transfer 43 working Chromebooks to Magnolia Science Academy Santa Ana.

At our board meeting in December, you approved the disposal fee to dispose of the following items. Your current approval is to ratify the disposal of the itemized list of items attached from the storage in Santa Clara.

Budget Implications

Magnolia Science Academy Santa Ana paid \$3,104.17 for the 43 Chromebooks from Magnolia Science Academy Santa Clara.

Name of Staff Originator:

Kelly Hourigan, Chief Operations Officer

Attachments

- Chromebook invoices and transfer.
- Itemized list of disposed items.



The inventory below was disposed of after numerous attempts were made to donate it to other educational settings, community centers and non-profits.

Site: Extra Space Storage

Address: 1700 De La Cruz Blvd. Santa Clara, CA 95050

Phone: (408) 727-2745

Magnolia Science Academy Santa Clara rented four storage units at this facility to store the unused and old materials from their prior locations.

Unit number: U11

110 boxes of old and used textbooks

43 old and broken student desks

1 portable table

Unit number: V4

55 old and broken student desks

14 metal tables

4 metal file cabinets

34 boxes of old and used textbooks

Unit number: S45

5 metal file cabinets

5 metal tables

104 old and broken student desks

52 boxes of old and used textbooks

Unit number: L35

10 metal tables

2 metal file cabinets

1 wooden shelf

2 office chairs

61 old and broken student desks

***All boxes were checked to assure no confidential documents were disposed.

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OE400SPS

SALES QUOTATION

QUOTE NO.	ACCOUNT NO.	DATE
FGLL388	11668186	4/28/2014

BILL TO:
MAGNOLIA PUBLIC SCHOOLS
13950 MILTON AVE STE 200

SHIP TO:
MAGNOLIA SCIENCE ACADEMY SANTA
CLAR
2720 SONOMA PL

Accounts Payable
WESTMINSTER, CA 92683-2939

SANTA CLARA, CA 95051-4806
Contact: HAMRO
BOYMATOV 714.892.5066

Customer Phone #714.892.5066

Customer P.O. # CHROMEBOOKS QUOTE

ACCOUNT MANAGER		SHIPPING METHOD	TERMS	EXEMPTION CERTIFICATE
NICK KELLIHER 877.663.8394		FEDEX Ground	NET 30 Days-Govt/Ed	
QTY	ITEM NO.	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
450	3200901	ACER C720-2955 CHROME 2GB 16GB SSD Mfg#: NX.SHEAA.006 Contract: MARKET	234.00	105,300.00
450	2856676	ACAD GOOGLE CHROME OS MGT LIC+SUP 5Y Mfg#: CROS-SW-DN-EDU Contract: MARKET	25.00	11,250.00
450	654809	Electronic distribution - NO MEDIA RECYCLING FEE 4" TO LESS THAN 15" Contract: MARKET Fee Applied to Item: 3200901	3.00	1,350.00
SUBTOTAL				117,900.00
FREIGHT				1,630.73
TAX				9,213.75
				US Currency
TOTAL				128,744.48

CDW Government
230 North Milwaukee Ave.
Vernon Hills, IL 60061

Fax: 847.371.7323

Please remit payment to:
CDW Government
75 Remittance Drive
Suite 1515
Chicago, IL 60675-1515

Magnolia Science Academy Santa Clara

250 East 1st Street Suite 1500
 Los Angeles, CA 90012
 Phone: 213-628-3634
 Fax: 714-362-9588

Invoice

Date: 08/01/2016
 Invoice No.: 1

Bill To:
 Magnolia Science Academy Santa Ana
 2840 W 1st St
 Santa Ana, CA 92703

Qty	Description	Rate	Total
43	ACER C720-2955 CHROME 2GB 16GB SSD Mfg#: NX.SHEAA.006 Contract: MARKET	\$72.16	\$3,104.17
43	ACAD GOOGLE CHROME OS MGT LIC+SUP 5Y Mfg#: CROS-SW-DN-EDU	\$32,471.69	
	FY 15-16 Net Book Value Total of (450) \ Total Net Book Value = \$72.16 \$72.16 multiplied by 43 units = \$3104.17		
		Balance Due	\$3,104.17

Please contact us for more information about payments.
 The above services were for the 2015-2016 MSA-SC Closure Inventory
 Transfer

Cover Sheet

Approval of Cash Advances Policy

Section: II. Consent Items
Item: C. Approval of Cash Advances Policy
Purpose: Vote
Submitted by:
Related Material: II C Cash Advances Policy.pdf



Board Agenda Item #	Agenda # II C
Date:	January 19, 2017
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Terri Boatman, Chief Human Resources Officer
RE:	Salary Advance Policy

This item will be presented to the MPS Personnel Committee January 18, 2017

Proposed Board Recommendation

I move that the Board approve the Salary Advance Policy for Magnolia Public Schools.

Background

It is the policy of the Magnolia Public Schools (“MPS”) to discourage salary and wage payments at times other than normal payroll check release dates. Understanding that there may be emergency circumstances or vital life challenges that would justify a salary advance, this policy defines under what limited circumstances a salary advance may be made. This policy only applies to requests for salary advances received in writing directly from the employee. It does not apply to “Special Check” requests submitted on behalf of the employee by their personnel officer to address payroll errors or omissions that need to be corrected. Additionally, approval of salary advances are subject to the availability of funds and the ultimate sole and unreviewable discretion of MPS.

For purposes of this policy, an emergency is considered to be an event or circumstance that is unforeseen, and which could not be reasonably anticipated by the employee requesting the salary advance. Emergency needs are limited primarily to expenses associated with the death of an immediate family member, extraordinary medical costs that are not covered by insurance, or an event that would have irreparable adverse impact on the employee if no advance was approved. For example, a request for an advance to cover living expenses if the employee suffered a house fire or flood would qualify as an emergency. However, a request for an advance to pay one’s

monthly rent, to pay for upcoming vacation expenses, or moving expenses would not qualify as an emergency.

For purposes of this policy, vital life challenges may include, but are not limited to unusual family health or education issues, visa or permanent residency related expenses, car or home repair emergencies, or other similar vital life challenges.

This policy was written on behalf of our attorneys, YMC, according to industry standards.

Budget Implications

There is a potential budget impact if the employee fails to repay the loan prior to resigning from Magnolia, however, every employee must sign a repayment agreement and repayment must be made within 12 months or fewer.

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

This policy provides benefit to all MSA employee's as it provides support during emergency situations.

Name of Staff Originator:

Terri Boatman, Chief Human Resources Officer

Attachments

Salary Advance Policy

EMPLOYEE REQUEST FOR SALARY ADVANCE

EFFECTIVE DATE: January 19, 2017

APPLICABLE TO: Full-Time Employees

ISSUED BY: Human Resources (HR) of MPS

APPROVED BY: Dr. Caprice Young, CEO & Superintendent of MPS

Board Approved: January 19, 2017

I. PURPOSE AND POLICY STATEMENT

It is the policy of the Magnolia Public Schools (“MPS”) to discourage salary and wage payments at times other than normal payroll check release dates. Understanding that there may be emergency circumstances or vital life challenges that would justify a salary advance, this policy defines under what limited circumstances a salary advance may be made. This policy only applies to requests for salary advances received in writing directly from the employee. It does not apply to “Special Check” requests submitted on behalf of the employee by their personnel officer to address payroll errors or omissions that need to be corrected. Additionally, approval of salary advances are subject to the availability of funds and the ultimate sole and unreviewable discretion of MPS.

II. DEFINITION OF EMERGENCY and VITAL LIFE CHALLENGES

A written request for a salary advance shall only be approved for an eligible employee for an emergency or vital life challenge which would cause severe financial hardship to the employee.

For purposes of this policy, an emergency is considered to be an event or circumstance that is unforeseen, and which could not be reasonably anticipated by the employee requesting the salary advance. Emergency needs are limited primarily to expenses associated with the death of an immediate family member, extraordinary medical costs that are not covered by insurance, or an event that would have irreparable adverse impact on the employee if no advance was approved. For example, a request for an advance to cover living expenses if the employee suffered a house fire or flood would qualify as an emergency. However, a request for an advance to pay one’s monthly rent, to pay for upcoming vacation expenses, or moving expenses would not qualify as an emergency.

For purposes of this policy, vital life challenges may include, but are not limited to unusual family health or education issues, visa or permanent residency related expenses, car or home repair emergencies, or other similar vital life challenges.

III. PROCEDURES

General Guidelines

An employee may request a salary advance in writing only for the unpaid time earned at the time of the request .

- The employee’s request may not be for an amount that would exceed 10% of his/her annual salary due to the employee at the time the salary advance is requested.

- By submitting the Request for Salary Advance, the employee authorizes HR to deduct the amount of the advance in full from the employee's next regularly pay check or in equal payments deducted from the employee's following or remaining pay checks, as signed and approved by the employee and his/her supervisor.
- A Request for Salary Advance Form must have the approval of the employee's direct supervisor prior to submittal HR who will submit to the CEO final review and approval.
- If a request for salary advance is approved by CEO, it will then be forwarded to the Payroll Department to process the payment. If the approved, the payroll department shall attempt to generate the check or direct deposit within two (2) business days of receipt of the request.
- Salary advances will be in the form of a check or a direct deposit, based on the request of the employee.
- Advance payments must be paid back within 12 months or less from the time they were given to the employee. If an employee fails to fully reimburse the funds prior to separating from employment, the employee agrees, as a condition of receiving the advance, that he/she shall enter into a separate written repayment plan with MPS.
- In the unlikely circumstance of an employee's death. MPS will exhaust all measures to recover the repayment from the estate.

The purpose of the Request for Salary Advance Form is to ensure that an advance is properly requested and reviewed, as well as to ensure the advance is repaid in full within the same school year.

A. Employee Responsibilities

1. The employee must make a written request for advance only when it is necessary to alleviate an unforeseeable emergency or a vital life challenge as outlined above.
2. The employee must submit a completed, signed Request for Salary Advance Form to his or her direct supervisor. A signed copy of the employee's current time report and any other documentation supporting the reason why an advance is needed must be attached to the request.

B. Employing School/Department Responsibilities – Direct Supervisor (Principal or related C-Team Member)

1. The employee's supervisor should immediately review and make an initial determination as to the validity and need for the request. Supervisors must reject any claims which do not meet the definition of emergency or vital life challenge as outlined above.
2. The supervisor must sign and date the request.
3. If the request is approved by the supervisor, he or she must immediately forward it to HR for further consideration.
4. If the request is denied by the supervisor, he or she should immediately return it to the employee, indicating the reason for denial.

C. Employing Agency/Department Responsibilities – HR/CEO

1. HR should immediately review an employee's Request for Salary Advance and all attachments for accuracy and completeness.

2. HR will route the request to the CEO to make a determination as to the validity and need for the request. HR must reject any claims which do not meet the definition of emergency or vital life expenses, prior to forwarding to CEO
3. The HR must sign and date the request.
4. If the request is approved by the HR, he or she should immediately forward the request to the Payroll Department, with any supporting documentation attached.
5. If the request is denied by HR, he or she should immediately return it to the employee, indicating the reason for denial.

D. Department of Human Resources Responsibilities – Payroll Department

1. The Payroll Department will contact HR to inform him or her of the outcome of the request.
2. If the request is approved, the Payroll Department should immediately start the payment process and generate the check or make the direct deposit within two (2) business days, when possible, upon receipt of the completed and approved request. The check will be mailed to the employee at the address indicated on the form or will be directly deposited to

Cover Sheet

Approval of MSA Santa Ana Projectors RFP

Section: II. Consent Items
Item: D. Approval of MSA Santa Ana Projectors RFP
Purpose: Vote
Submitted by:
Related Material: II D MSA SA Projectors RFP.pdf



Board Agenda Item #	II D
Date:	January 19, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed. D. CEO & Superintendent
Staff Lead:	Erdinc Acar, MPS Regional Director
RE:	<p>Approval of RFP for MSA-Santa Ana Projectors Procurement Recommendations:</p> <ul style="list-style-type: none"> • Vendor – PCMG • Total – \$15,573.60 for 14 projectors

Proposed Board Recommendation

I move that the board awards the winning bid according to vendor evaluation matrix and adopt the purchase of Ultra Short throw Epson projectors for Magnolia Science Academy-Santa Ana operating within the approved budgeted amounts. Should there be a similar need for any other Magnolia Public Schools, the approved vendor, machine model, and price will be used between dates July 1st, 2016 – June 30th, 2017.

Background

On June 28, 2016, the MPS Board originally approved touchscreen interactive display to finance for MSA Santa Ana's 14 classrooms. The project could not be realized because of prolonged process of equipment financing. During this period, the school staff were using a temporary solution with old projectors and actually liked the Short Throw Projectors in other classrooms more than the touchscreen displays. Therefore, the school admin and management decided to cancel the touchscreen interactive display project and pursue to furnish the remaining 14 classrooms with the same projectors purchased before.

We released RFP on December 15th, 2016 and accepted bids for the project. PCMG's bid came out as the winning bid based on the following factors.

Factor	Weight
Cost of products and services (required, highest weight)	40%
Functionality/completeness/specifications of proposed solution	30%
Vendor: qualifications, credentials, certifications, experience, references	20%
Contract terms and conditions	10%
Total	100.00%

Budget Implications

The purchase of touchscreen displays would have cost MSA-SA \$44,825. The school would be saving money for purchasing touchscreen displays instead.

Name of Staff Originator: Rasul Monoshev

Received Price Quotes for MSA-SA Projectors Need

	PCMG	CalNet
Total price for 14 Projector (40%)	\$15,576.60	\$17,320.10
Functionality/specification of items(30%)	All RequestedSpecs	All RequestedSpecs
Vendor Qualifications(20%)	Well Qualified	Well Qualified
Terms and Conditions(10%)	Good	Good

Evaluation

Pricing including tax (Max 40 points)	40	25
Functionality/specification of items (Max 30 points)	30	30
Vendor Qualifications (Max 20 points)	20	20
Terms and Conditions (Max 10 points)	10	10
	100	85

The Winning bid is PCMG

Cover Sheet

Approval of KQ Management Agreement for MSA 4 and MSA 5 Charter Petition Assistance

Section: II. Consent Items
Item: E. Approval of KQ Management Agreement for MSA 4 and MSA 5
Charter Petition Assistance
Purpose: Vote
Submitted by:
Related Material: II E KQ Management Contract Charter Petitions.pdf



Board Agenda Item #	Agenda #II E
Date:	January 19, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson , Chief Academic Officer
RE:	KQ Management Agreement (Petitions Assistance)

Proposed Board Recommendation

I move that the board approve the agreement from KQ Management to assist with writing the renewal petitions for Magnolia Science Academy-4 and Magnolia Science Academy-5.

Background

MERF contracted with Tara Kelly, CEO/President of KQ Management, for petition support for the renewal petitions for MSA- 1, 2, 3. We will use Tara Kelly with drafting the renewal charter petitions for Magnolia Science Academy- 4 & 5. The combined total will exceed the CEO's approval amount so the item is being brought before you.

KQ Management will assist MERF in drafting the renewal charter petitions for submission to the Los Angeles Unified School District, along with any other tasks as may be assigned and mutually agreed upon (e.g., additional charter petitions, grant applications, business plans, LCAPs, strategic planning, etc.).

Budget Implications

KQ Management Consultant's fee:
 Tara Kelly: \$225/ per hour
 Research/ Administrative Assistant: \$110/per hour
 Rush Fee: 50% of hourly fee (with prior email approval)

Total Cost for the 16-17 FY: \$26,666.67
 MSA-1, 2, 3: \$16,000
 MSA-4, 5: \$10,666.67 (Estimate based on cost above)

Name of Staff Originator:

Kenya Jackson, Chief Academic Officer

Attachments

None

Cover Sheet

Approval of Special Education Support Provider; Edlogical

Section: II. Consent Items
Item: F. Approval of Special Education Support Provider; Edlogical
Purpose: Vote
Submitted by:
Related Material: II F SPED Edlogical.pdf



Board Agenda Item #	Agenda II F
Date:	1/19/17
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Special education service provider

Proposed Board Recommendation

I move that the board approve a 5-year contract with EdLogical as the special education service provider.

Background

Magnolia Science Academy 1-8 and Santa Ana have worked with EdLogical to provide special education services such as psychological assessments, counseling, occupational therapy, adapted physical education, speech therapy and academic assessments. The RFP process was completed last year however we want to increase the duration of the contract to five years with a set increase limit for the duration of the contract.

Budget Implications

Each Magnolia Public School has special education service provider fees included in their school budgets.

Name of Staff Originator:

Victoria Marzouk, Director of Special Programs

Attachments

EdLogical contract



2017-2023
Amendment

SPECIAL EDUCATION SERVICE AGREEMENT

Magnolia Public Schools

&

EdLogical Group Corp

Appendix A

Service Type	Year	Year	Year	Year	Year	Year	Min. On-Site Charge
	2017-2018 Hourly/Session Rate	2018-2019 Hourly/Session Rate	2019-2020 Hourly/Session Rate	2020-2021 Hourly/Session Rate	2021-2022 Hourly/Session Rate	2022-2023 Hourly/Session Rate	
Program Administrators (PA)	\$135.00	\$135.00	\$139.05	\$143.22	\$147.52	\$151.94	1 hours
Case Managers (CM)	\$65.00	\$65.00	\$66.95	\$68.96	\$71.03	\$73.16	2 hours
Resource Teacher (Direct Service Only)	\$65.00	\$65.00	\$66.95	\$68.96	\$71.03	\$73.16	2 hours
Academic Assessments (CM)	\$55.00	\$55.00	\$56.65	\$58.35	\$60.10	\$61.90	
DIS Counseling	\$83.50	\$83.50	\$86.01	\$88.59	\$91.24	\$93.98	2 hours
School Counselor	\$71.00	\$71.00	\$73.13	\$75.32	\$77.58	\$79.91	2 hours
Speech and Language Pathologist (SLP)	\$83.50	\$83.50	\$86.01	\$88.59	\$91.24	\$93.98	2 hours
Speech and Language Pathology Assistant (SLPA)	\$67.50	\$67.50	\$69.53	\$71.61	\$73.76	\$75.97	2 hours
Licensed Occupational Therapists (OT)	\$98.00	\$98.00	\$100.94	\$103.97	\$107.09	\$110.30	2 hours
Adapted Physical Education Teacher (APE)	\$75.00	\$75.00	\$77.25	\$79.57	\$81.95	\$84.41	2 hours
School Psychologist ERMHS/ERICS Counseling, DIS Counseling, Assigned School Psych Duties	\$87.00	\$87.00	\$89.61	\$92.30	\$95.07	\$97.92	2 hours
Behavior Intervention Implementation (BII)	\$35.00	\$35.00	\$36.05	\$37.13	\$38.25	\$39.39	4 hours
Behavior Intervention Development (BID)	\$75.00	\$75.00	\$77.25	\$79.57	\$81.95	\$84.41	4 hours
Functional Behavioral Assessments	\$87.00	\$87.00	\$89.61	\$92.30	\$95.07	\$97.92	4 hours
Registered Nurse (RN)	\$75.00	\$75.00	\$77.25	\$79.57	\$81.95	\$84.41	4 hours
Credentialed School Nurse (SN)	\$80.00	\$80.00	\$82.40	\$84.87	\$87.42	\$90.04	4 hours
Licensed Vocational Nurse (LVN)	\$36.50	\$36.50	\$37.60	\$38.72	\$39.88	\$41.08	4 hours
Credentialed School Nurse w/ Audiometrist Certificate (SN)	\$85.00	\$85.00	\$87.55	\$90.18	\$92.88	\$95.67	4 hours
DHH	\$95.00	\$95.00	\$97.85	\$100.79	\$103.81	\$106.92	1 hours
Orientation Mobility	\$95.00	\$95.00	\$97.85	\$100.79	\$103.81	\$106.92	1 hours
IEP MEETING	\$88.00	\$88.00	\$90.64	\$93.36	\$96.16	\$99.04	1 hours
Translation Services (BCLAD)	\$75.00	\$75.00	\$77.25	\$79.57	\$81.95	\$84.41	
Technical Support/Training	\$150.00	\$150.00	\$154.50	\$159.14	\$163.91	\$168.83	4 hours
Administrative Support	\$150.00	\$150.00	\$154.50	\$159.14	\$163.91	\$168.83	4 hours
Invoices paid within 30 days-7% discount Invoices paid within 60 days-3% discount No Placement Fees after 1,000 hours Invoices paid after 60 days EdLogical will charge back 2%	No Rate Increase same as 2016-2017 Rates	No Rate Increase same as 2017-2018 Rates	3% Increase	3% Increase	3% Increase	3% Increase	

EdLogical Group Corp
TERMS OF SERVICE AGREEMENT
Amendment

This Agreement made on this January 12, 2017, Between Customer and Company (hereinafter the "Agreement")

BETWEEN: Magnolia Public Schools 250 East First Street STE 1500. Los Angeles, CA 90012 (hereinafter the "Customer"),

AND: EdLogical Group Corp. 111 West Ocean Blvd 4th Floor, Long Beach CA 90802 (hereinafter the "Company"),

WHEREAS, Company to provide Special Education Services to the Customer, under the terms and conditions of this Agreement and the Schedules as defined in **Appendix A**

NOW, THEREFORE, in consideration of the mutual covenants and agreements contained herein, Customer and Company hereby agree as follows:

ARTICLE I

TERMS & SERVICES

1.0 Both Company and Customer agree that any and all services entered in to between Company and Customer will be set forth in a schedule format similar to that detailed within this Agreement.

1.1 Additionally both parties agree that the general terms of this Agreement will apply to the general relationship between each subsequent service undertaken by the parties, unless modified by the written consent of both. Additional services schedules (hereinafter the "Schedules") shall be developed and agreed to by the parties, in concordance with this Agreement. The terms of the Schedules shall control in the event of any conflict between this Agreement and subsequently developed Schedules.

1.2 As of the date of this agreement, Customer shall, under the terms and conditions of this Agreement and any additionally developed Schedules, cause Company to provide the services as defined in any Schedules (hereinafter the "Terms of Service").

ARTICLE II

PAYMENT

2.1 Company shall invoice Customer for the Terms of Service every 30 days. The invoice shall detail all Terms of Service provided to Customer during the billing prior, including the rate of services provided, and the charge for the services. **Customer shall pay all invoices within 30 days of receipt.** Payment shall be made by check mailed to Company mailing address on the invoice.

2.2 If disputed invoices are not resolved within 10 calendar days of Customer's receipt, that invoice shall be payable on the terms of this agreement. Any dispute must be made by Customer in writing to EdLogical Group Corp Billing Department P.O.Box 1487 Long Beach, CA 90802

ARTICLE III

RECORDS

3.1 Customer and Company both agree to keep accurate and complete account books, records, and other documents relevant to this Agreement and any Schedule (hereinafter the "Records"). The parties shall keep such Records for a period of time consistent with Company's general record keeping policy or three years after the expiration of this Agreement.

3.2 The Records will be available for copying, review and inspection by any agent or qualified representative of a party to this agreement. Inspections will be made at the expense of the requesting party and shall take place at the location where the parties agree. Inspections shall be requested with a notice period of ten business days by written request. Any Confidential Information disclosed by the inspection shall be kept confidential. Any modification to the terms of this clause must be in writing and signed by both parties.

ARTICLE IV

TERM

4.1 The term of this Agreement shall be for a period of contract terms (hereinafter the "Original Term"). Customer shall have the option of extending the Original Term (hereinafter the "Additional Terms") after the Expiration Date. Company shall be notified of this extension option Sixty days prior to the Optional Term expiration date.

4.2 Unless this Agreement is extended with written consent of both parties, the Agreement shall expire at the Expiration Date on Article 5.1

ARTICLE V

TERMINATION

5.1 This Agreement shall commence on the Effective Date January 12, 2017 and terminate on June 30, 2023 (hereinafter the "Expiration Date").

5.2 This Agreement may be terminated by either party, upon 60 days written notice to the other party. All written notices shall be required to detail the nature of the termination.

5.3 The Company and Customer shall cooperate with each other to comply with all state and federal special education law. Failure to cooperate by either party is cause for this contract to be immediately revoked.

5.4 This Agreement may be terminated by insolvency of either party, immediately upon written notice to the other party. Insolvency shall be defined as a party voluntary filing, or, when a party has an involuntarily petition filed against it under the United States Bankruptcy Code, including a petition for Chapter 11 reorganization as set forth in the United States Bankruptcy Code.

5.5 In the event that this Agreement is terminated, both Customer and Company shall be required to fulfill all obligations under this agreement in connection with product orders made prior to Agreement termination.

5.6 Upon termination of this agreement, each party shall return all relevant property including Confidential Information and customer information received from the other party under the dictates of this Agreement.

ARTICLE VI

RELATIONSHIP OF PARTIES

6.1 The relationship created between Magnolia Public Schools and EdLogical Group Corp. shall be limited to that of **Independent Contractors**. Neither party shall undertake any actions that would imply or seek to establish any partnership, ownership, employment, joint venture or trust relationship between the parties, unless this Agreement is modified as such with the mutual consent of both Customer and Company, and is formalized in writing and is signed by both parties.

6.2 No Hiring policy. Magnolia Public Schools agrees that during the term of this Agreement or termination of this Agreement for any reason the ("No Hire Period"), to whom EdLogical hires or contracts with during the terms of the contract, without the advance written consent of the Customer. EdLogical may grant or deny in its sole and absolute discretion.

ARTICLE VII

INVENTORY

7.1 While governed by this Agreement, Customer agrees to provide Company with sufficient inventory (the "Inventory") to meet the fulfillment requirements under this Agreement. Company shall have no liability to Customer or third parties for losses caused directly or indirectly by Customer's failure to provide sufficient Inventory

ARTICLE VIII

RISK OF LOSS

8.1 Customer continues to keep all risk of direct physical loss of the Inventory while the Inventory is in the possession or control of Company. Customer shall be required to cover the Inventory with the same level of insurance coverage as it maintains on similar product housed in warehouses or storage areas under the control of Customer or Customer's agents.

ARTICLE IX

REPRESENTATIONS AND WARRANTIES OF COMPANY

9.1 Company hereby represents covenants and warranties that Company is a valid corporation in good standing under the laws of the State of California, that this Agreement and any and all subsequently developed Schedules constitute a valid, legal and binding obligation upon Company, legally enforceable against Company except as limited by bankruptcy or other reorganizations that impact credit issues. Company, as of the Effective Date of this Agreement, represents that Company has taken all necessary action for the execution and delivery of this Agreement and any relevant Schedule.

9.2 Company further warrants that the execution and delivery of this Agreement, the Original Schedule and relevant Schedule do not modify, violate, cancel, terminate or modify in any substantive manner any material contract to which Company is a party. Additionally, Company is not required to give notice to any third party or obtain the consent of any person for the execution and delivery of this Agreement.

9.3 Company is, to its knowledge, and will be at all times during the performance of this Agreement, in compliance with all state, federal and local rules, regulations and laws.

ARTICLE XI

INDEMNIFICATION AND LIMITATIONS ON LIABILITY

10.1 Company agrees to hold harmless, indemnify and defend Customer and each individual or entity that is an agent, affiliate, partner, officer or stockholder against any and all claims, losses, liabilities, damages and expenses, including legal fees, fines, judgments, settlement amounts all made in connection with, or arising from errors in any representation or warranty made by Company under this Agreement, any breach of the Agreement by Company, or any omission or negligent act by Company in connection with this Agreement, provided that such negligent act, omission, or error was not done at the direction of Customer.

10.2 Customer and the Company and its agents, employees, and sub-contractors shall obey all local, state, and federal laws in the performance of this contract, including, but not limited to minimum wages and/or prohibitions against discrimination.

10.3 Company officers, agents, employees and/or sub-contractors shall secure and maintain in force such licenses, permits, and health or legal clearances as are required by law, in connection with the furnishing of the services to students of the Agency.

10.4 Certain entities that contract with a school district are required to comply with Education Code section 45125.1 regarding fingerprinting. Company or their sub-contractors shall bear their own costs of fingerprinting.

10.5 Certain entities that contract with a school district may be required to comply with Education Code section 49406 regarding examination for tuberculosis. Company or their sub-contractors shall bear their own cost of tuberculosis screening.

ARTICLE XII

INSURANCE

11.1 Company agrees that during the term of this Agreement, Company will maintain an insurance policy with a reputable insurance Customer. Upon Customer's written request, Company agrees to furnish Customer with duly certified copies of insurance policies meeting these requirements.

11.2 Company understands that they are not covered by any Workers' Compensation insurance through The Customer. The Company providers and their sub-contractor(s) or agent(s) provide their own Automobile Insurance, and Professional Liability Insurance. The Company providers nor their sub-contractors or representatives shall at any time provide any transportation to The Customer students in any private vehicles.

ARTICLE XIII

ARBITRATION

12.1 Any dispute or claim related to or arising from this Agreement, its performance, breach, interpretation, validity or enforceability, shall be exclusively (except as provided below) resolved by final binding arbitration before the American Arbitration Association (AAA), utilizing AAA Commercial Arbitration Rules.

12.2 The arbitrator shall be selected using AAA procedures. The Arbitrator shall render a written decision within thirty calendar days of the hearing. The arbitrator will not award attorney's fees or punitive, incidental, consequential, treble or other multiple or exemplary damages, and the parties hereby agree to waive and not seek such damages.

12.3 Awards shall be final, binding and non-appealable, with the exception of the grounds for appeal guaranteed by the Federal Arbitration Act and applicable laws. All awards may be filed with one or more courts, state, federal or foreign having jurisdiction over the party against whom such award is rendered or its property, as a basis of judgment and of the issuance of execution for its collection.

ARTICLE XIV

ATTORNEY'S FEES

13.1 If judgment is required to enforce the contents of the agreement or remedy any breach, the non-prevailing party will pay court costs and attorney's fees.

ARTICLE XV

ASSIGNMENT PROHIBITED

14.1 Both the Customer and Company are expressly prohibited from assigning this agreement or any rights or interest flowing from this agreement. Assignment will only occur with the express written consent of both parties.

ARTICLE XVI

GOVERNING LAW

This agreement will be interpreted and enforced under the laws of The State of California without regard to conflict of laws.

IN WITNESS, WHEREOF, the parties hereto execute this Agreement on this 19th day of January 2017:

Magnolia Public Schools (CUSTOMER)

EdLogical Group Corp (COMPANY)

Authorized Signature



Authorized Signature

Name and Title

Hector Valentin Chief Business Officer

Name and Title

Date

January 12, 2017

Date

Cover Sheet

Approval of SARC reports for all Magnolia Science Academies

Section: II. Consent Items
Item: G. Approval of SARC reports for all Magnolia Science Academies
Purpose: Vote
Submitted by:
Related Material: II G SARc Report.pdf
SARC Reports.pdf



Board Agenda Item #	Agenda # II G
Date:	January 19, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of School Accountability Report Cards (SARCs) for all MPS

Proposed Board Recommendation

I move that the board approve the School Accountability Report Cards (SARCs) for all MPS.

Background

All active public schools/LEAs and nonpublic, nonsectarian schools are required to prepare and disseminate a SARC for the primary purpose of providing parents with data and information to make meaningful comparisons between schools (inclusive of charter schools). Charter schools are required to prepare SARC reports as a method by which to measure pupil progress in meeting pupil outcomes for state priorities, pursuant to EC section 47605(b)(5)(C).

SARC needs to be approved by our board annually by February 1.

Budget Implications

None.

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

It is mandated by the state to have SARC available for public view.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- School Accountability Report Card (SARC) (one for each MSA)

Magnolia Science Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mustafa Sahin, Principal

 Principal, Magnolia Science Academy

About Our School

Magnolia Science Academy -1 (MSA-1) is the first Magnolia Public School founded as a public charter school in Fall 2002. MSA-1 currently serves over 500 students grades 6 through 12. Enrollment is on a first come first serve basis when a public lottery is not required. MSA's mission statement reflects a standards-based educational model that adheres to the No Child Left Behind Act.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2015-16 school year. School finances and school completion data are reported for the 2015-16 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2015-16 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Contact

Magnolia Science Academy
18238 Sherman Way
Reseda, CA 91335-4550

Phone: 818-609-0507
E-mail: msahin@magnolapublicschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Magnolia Science Academy
Street	18238 Sherman Way
City, State, Zip	Reseda, Ca, 91335-4550
Phone Number	818-609-0507
Principal	Mustafa Sahin, Principal
E-mail Address	msahin@magnoliapublicschools.org
County-District-School (CDS) Code	19647336119945

Last updated: 12/19/2016

School Description and Mission Statement (School Year 2016-17)

MSA-1 is a classroom based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math. The school primarily serves students and parents of the San Fernando Valley area.

Mission

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

Vision

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

MPS has identified the following core values, which are reinforced through the Life Skills curriculum, schoolwide learner outcomes (SLOs), and all school activities:

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

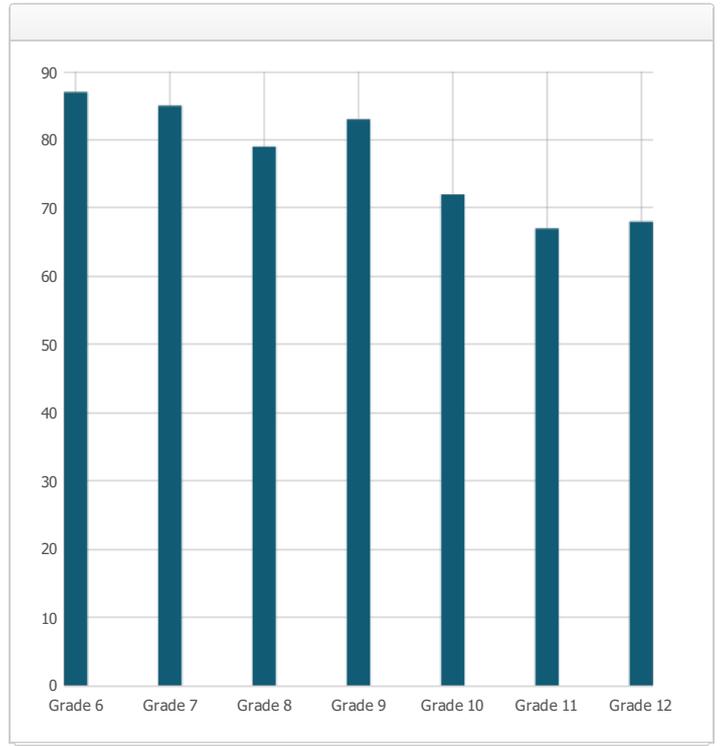
Connection

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, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Last updated: 1/18/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	87
Grade 7	85
Grade 8	79
Grade 9	83
Grade 10	72
Grade 11	67
Grade 12	68
Total Enrollment	541



Last updated: 12/19/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.0 %
Asian	4.2 %
Filipino	2.4 %
Hispanic or Latino	85.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	7.4 %
Two or More Races	0.0 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.3 %
English Learners	12.8 %
Students with Disabilities	15.2 %
Foster Youth	0.0 %

Last updated: 12/19/2016

A. Conditions of Learning

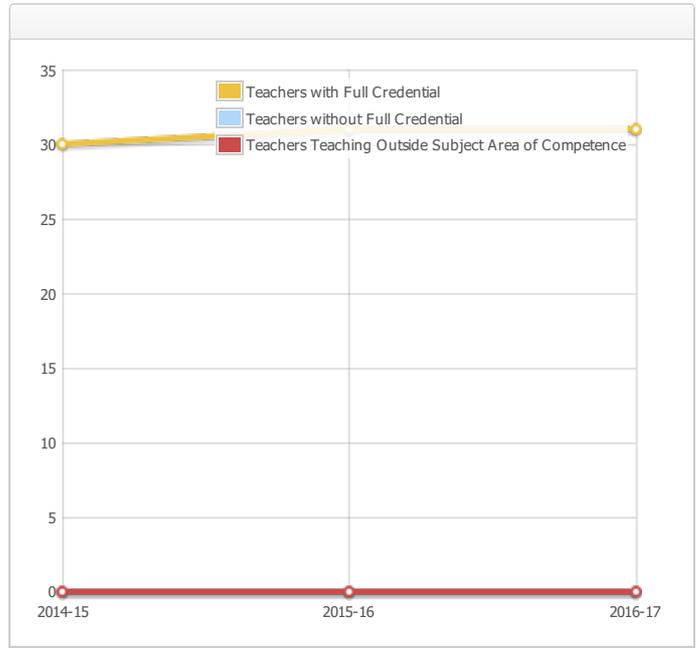
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

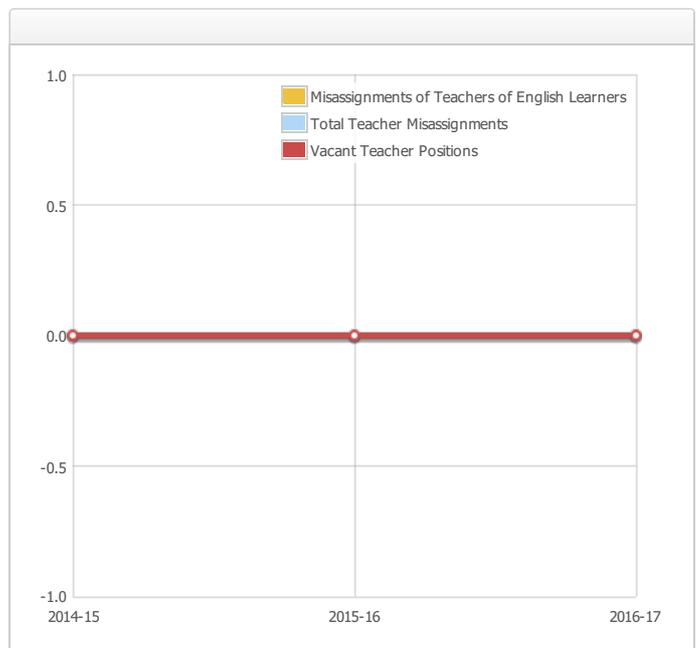
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	31	31	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/19/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 12/19/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 12/19/2016

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/19/2016

School Facility Conditions and Planned Improvements

MSA-1 is housed in facilities that have received state Fire Marshal approval, meet the Los Angeles Uniform Building Code, meet federal American Disabilities Act (ADA) access requirements, and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken as necessary to ensure such safety standards are met.

MSA-1 is in compliance with all Asbestos Hazard Emergency Response Act (AHERA, 29 CFR Part 763, Subpart E) regulations, including compliance with inspections mandated by AHERA utilizing independent consultants.

Dependent on the facility lease requirements, MSA-1 outsources all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

Last updated: 12/19/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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Last updated: 12/19/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	43.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	24.0%	31.0%	25.0%	29.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/2017

ELA - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	83	98.8%	34.9%
Male	40	40	100.0%	27.5%
Female	44	43	97.7%	41.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	78	77	98.7%	31.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	79	78	98.7%	33.3%
English Learners	16	16	100.0%	--
Students with Disabilities	16	15	93.8%	6.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	81	98.8%	38.3%
Male	42	42	100.0%	26.2%
Female	40	39	97.5%	51.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	71	98.6%	33.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.7%	34.7%
English Learners	--	--	--	--
Students with Disabilities	13	12	92.3%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/11/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	95	95	100.0%	37.9%
Male	48	48	100.0%	33.3%
Female	47	47	100.0%	42.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	87	100.0%	35.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	89	89	100.0%	37.1%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	14.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	70	100.0%	65.2%
Male	30	30	100.0%	58.6%
Female	40	40	100.0%	70.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	60.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	64	100.0%	63.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	83	98.8%	28.9%
Male	40	40	100.0%	27.5%
Female	44	43	97.7%	30.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	78	77	98.7%	27.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	79	78	98.7%	28.2%
English Learners	16	16	100.0%	--
Students with Disabilities	16	15	93.8%	6.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	81	98.8%	23.5%
Male	42	42	100.0%	26.2%
Female	40	39	97.5%	20.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	71	98.6%	18.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.7%	20.0%
English Learners	--	--	--	--
Students with Disabilities	13	12	92.3%	8.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	95	95	100.0%	27.4%
Male	48	48	100.0%	22.9%
Female	47	47	100.0%	31.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	87	100.0%	25.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	89	89	100.0%	25.8%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/11/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	70	100.0%	45.7%
Male	30	30	100.0%	46.7%
Female	40	40	100.0%	45.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	35.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	64	100.0%	43.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/11/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	55.0%	53.0%	51.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	163	159	97.6%	50.9%
Male	90	88	97.8%	56.8%
Female	73	71	97.3%	43.7%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	147	143	97.3%	49.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	147	97.4%	50.3%
English Learners	11	11	100.0%	9.1%
Students with Disabilities	28	26	92.9%	23.1%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.0%	32.1%	35.8%
9	29.6%	16.9%	49.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

MSA-1 is a school of choice which greatly benefits from parent involvement in our students' learning process. Our school website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number and parents can easily access their contact information via the website. The teachers and administration at MSA-1 are very responsive to emails and phone messages left by parents. Additionally, teachers do home visits which enhances communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life.

Before the start of the school year, MSA-1 holds an orientation for both new and returning students. Each teacher has the opportunity to interview their homeroom students and families to convey the school and classroom expectations. Parents are also able to voice any concerns they have prior to the school year starting as well as have any of their questions answered.

Our Parent Task Force (PTF) meets every month. We also have Coffee with Admin team to give parents the opportunity to meet the whole admin team once a month. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached.

Open Houses are held during the school year are open to the neighbors and community that the school is located in. Field trips organized over the course of the year are often taken within the community.

Every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade. This description is helpful to the parents because the comment is directly written for their child.

We also offer our parents learning opportunities such as Saturday Computer and ESL classes.

State Priority: Pupil Engagement

Last updated: 1/18/2017

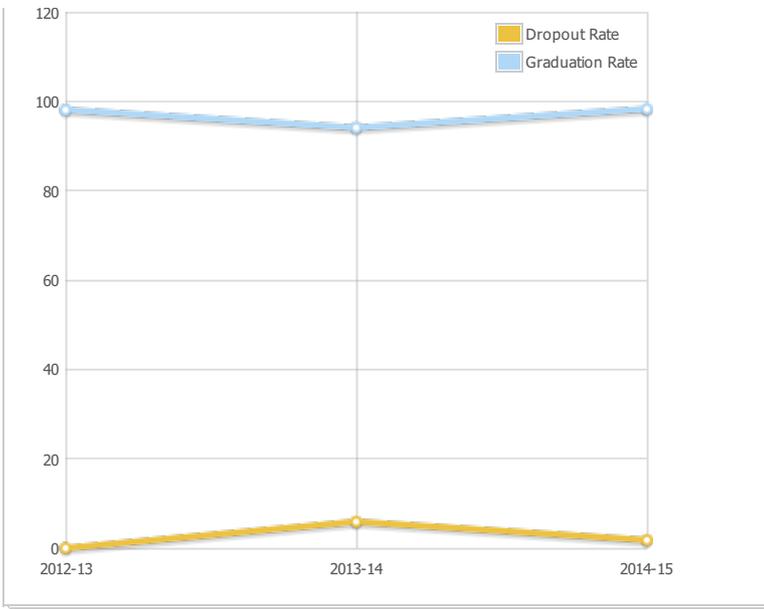
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	5.9%	1.8%	17.2%	17.4%	16.7%	11.4%	11.5%	10.7%
Graduation Rate	98.10	94.10	98.30	68.10	70.20	72.20			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/12/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	98	86	85
Black or African American	0	82	77
American Indian or Alaska Native	0	80	75
Asian	100	90	99
Filipino	100	91	97
Hispanic or Latino	97	86	84
Native Hawaiian or Pacific Islander	0	86	85
White	100	88	87
Two or More Races	0	93	91
Socioeconomically Disadvantaged	47	86	77
English Learners	100	39	51
Students with Disabilities	100	57	68
Foster Youth	--	--	--

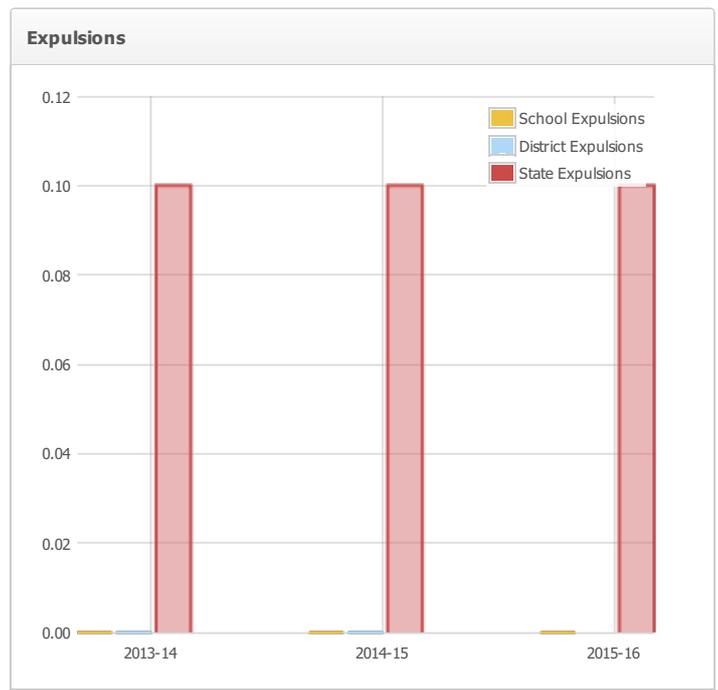
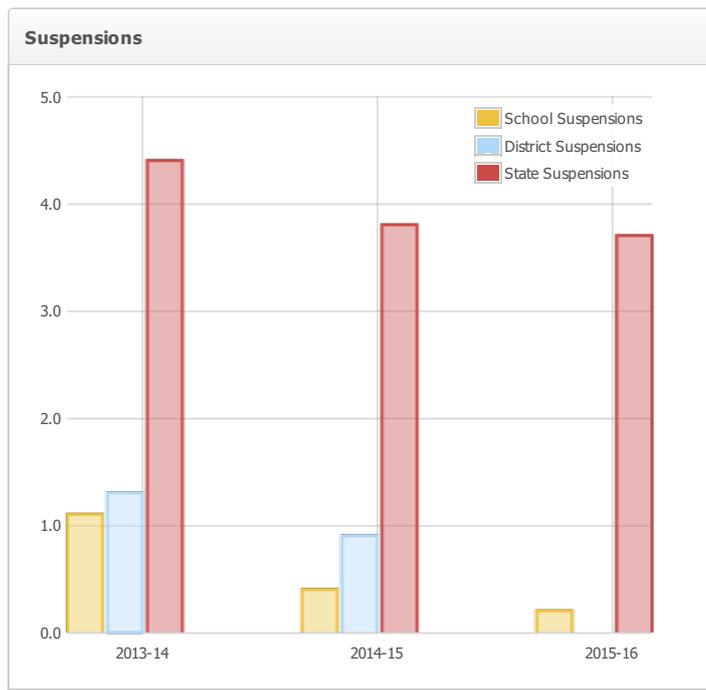
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.1	0.4	0.2	1.3	0.9		4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0		0.1	0.1	0.1



Last updated: 1/12/2017

School Safety Plan (School Year 2016-17)

MSA-1 conducts fire, earthquake and other mandated drills including lock down drills. Our campus is a very safe and welcoming school for our students, parents and staff. We build our school culture by establishing and following up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with sound structure. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

Last updated: 1/18/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 5
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	25.0	0	3					25.0	0	0		
Other	25.0	0	18						0	0		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	20		25.0	20		25.0	20				
Mathematics	25.0	20		25.0	20		25.0	20				
Science	25.0	20		25.0	20		25.0	20				
Social Science	25.0	20		25.0	20		25.0	20				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/12/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	250.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	7.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/12/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10858.3	\$2128.7	\$8729.6	\$50059.0
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/12/2017

Types of Services Funded (Fiscal Year 2015-16)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

EIA LEP

Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

EIA State Comp Ed

Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through the lowering of class size, professional development and support for students with at-risk behaviors.

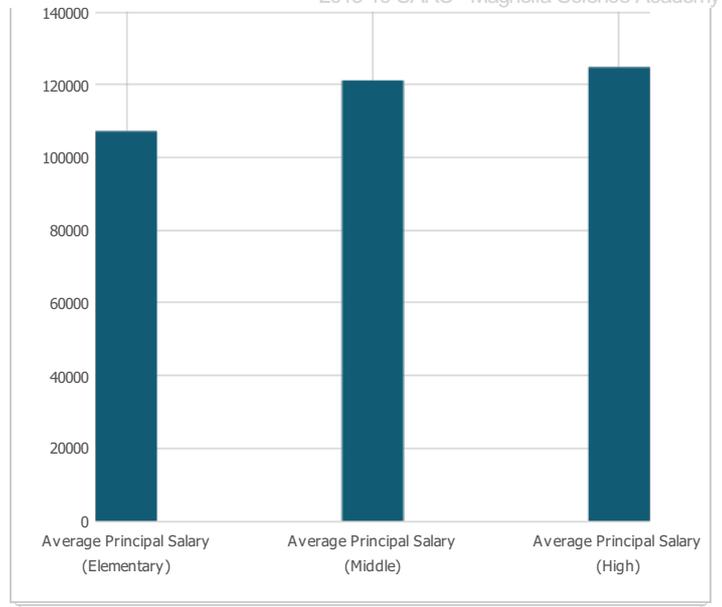
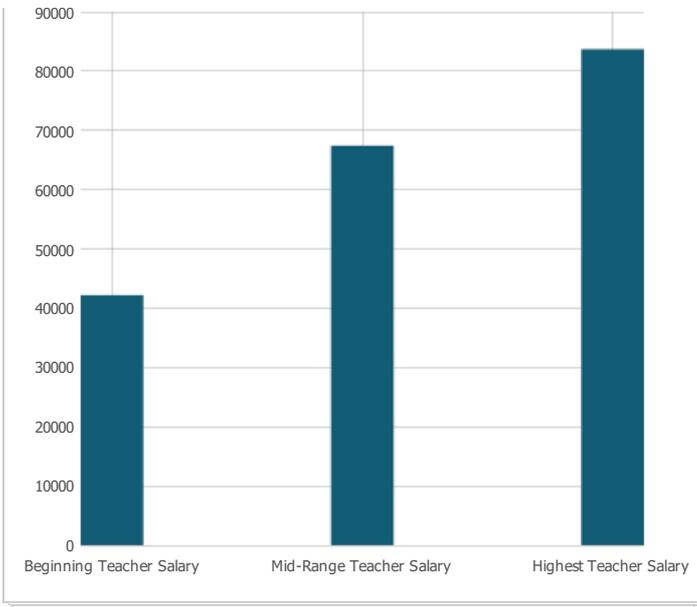
Last updated: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart**Principal Salary Chart**



Last updated: 1/12/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	11	19.3%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/12/2017

Professional Development

The following is a description of the school-wide staff development and professional development that takes place at MSA-1.

1. Administrative Meetings: The Principal, Dean of Academics, Deans of Culture and Dean of Students meet at least weekly in the morning to discuss school wide issues: Attendance, enrollment, school safety, upcoming student activities, and to finalize any future programs/activities, communication with students/parents, upcoming staff/professional development. Our Resource Teacher also participates in meetings during the discussion that pertains to our Special Education students.

2. Staff Meetings: All MSA-1 staff/faculty attend weekly staff meeting that takes place on minimum days (Tuesdays). These meetings are led by the school's leadership and discussion topics include: student achievement, discipline/behavior, counseling, school safety, trainings, and to address issues about our students from the staff.

3. Department Chair Meetings: Our department chairpersons meet monthly, prior to the monthly departmental meeting since they develop and finalize the agenda.

4. Department Staff Development: All MSA-1 teachers attend biweekly department staff development meetings where discussion and collaboration take place on the following issues:

- Use of Effective Pedagogical Strategies: Inquiry Approach, Differentiated Instruction
- How to vertically align course curriculum
- Analysis of Student Achievement Data (MAP, SBAC, CELDT, etc.)
- Preparation for WASC Accreditation
- Share time: Presentation by a faculty member on an effective classroom strategy
- Department Events: Planning & upcoming
- Department issues and policies
- Vertical alignment of the curriculum
- Preparation for WASC Initial Visit & Accreditation

Department Chairs are responsible for developing the agenda and taking minutes. All agendas, minutes and action items are forwarded to the Principal/Leadership team.

5. Grade Level Meetings: Each grade has a monthly grade level meeting.

6. Grade Level Staff Development Meetings: MSA-1 teachers meet monthly in grade level staff development meetings to collaborate and discuss the following issues:

- Address curricular/academic issues
- Share time: presentation by a teacher on best practices
- Discussion and/or placement of struggling students (booster course placement, academic tutoring, Accelerated Reader, Sustained Silent Reading, IEP/504 Plan Meeting)
- Discussion of Academic interventions/support form (yellow slip)
- Discussions and placements of students that are struggling academically (IEP, 504, RTI, SSR, Academic Tutoring)
- Analysis of student achievement data (MAP, SBAC, CELDT, etc.)
- Homework load/differentiation in homework assignments
- Differentiated Instruction: What does it look like in the classroom?
- Long-term projects
- Aligning/standardizing academic grades
- Integration of thematic units including horizontal alignment of the curriculum
- Planning Field Trips

- Student Behavior/school culture: discussion on effective methods for dealing with behavioral issues, developing incentives for positive behavior, including sharing parent contact information and effective strategies for involving families in the discussion.
 - Development of incentive programs: School-wide and by grade level
 - Mentorship program for students
 - Developing one-to-one relationships between a student and an adult at the school who serves as a positive role model, developing a trusting relationship, provides support/guidance especially when the student is dealing with difficult/challenging situations.
- Grade Level Chairpersons are responsible for developing the agenda, taking minutes and forwarding action items to the school's leadership.

7. End of Year Wrap up Staff Development Meetings: The Magnolia Public Schools in collaboration with input from Principals determines the areas of need for professional development. The focus of the end-of-year wrap up meetings at the school site is for faculty to analyze student achievement data, evaluate the effectiveness of various programs implemented at the school (testing, curriculum, intervention, counseling and after-school tutoring). The goal of the end-of-year staff development meetings is for staff to prepare a professional learning plan that addresses the needs of our students and ways to support our teachers. The plan is assessed during summer professional development.

8. Magnolia Public Schools (MPS) Professional Development: Two day of intensive professional development during the summer and 2 additional 1-day Professional Development (1 per semester) during the school year. Topics for these PD's include: Discovery Learning, Accelerated Reader Program, Differentiated Instruction, Using Data to Drive Curricular/Instructional needs, Measures of Academic Progress (MAP) Testing Analysis, Academic Interventions, to name a few.

9. Our teachers attend and have attended professional development workshops held by the following organizations/associations:

- National Charter Schools Conference:
- California Charter Schools Conference (CCSA)
- Charter Schools Development Center (CSDC)
- National Science Teachers Association (NSTA)

In addition, MPS strongly encourages the leadership at each school to provide professional development to our teachers by the following organizations/associations:

- The College Board Professional Development
- Association of Latino Administrators & Superintendents – for Principals
- National Council of Teachers of Mathematics (NCTM)
- National Council of Teachers of English (NCTE)
- California Council for History Education (CCHE)
- California Science Teachers Association (CSTA)
- California Association of Mathematics Teacher Educators (CAMTE)
- Middleton, Young & Minney – workshops for leadership on accountability and compliance

Last updated: 1/18/2017

Magnolia Science Academy 2

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Steven Keskinturk, Principal

Principal, Magnolia Science Academy 2

About Our School

Dear Parents, Guardians and Stakeholders,

Welcome to the SARC Report of Magnolia Science Academy-2 (MSA-2). You can follow our school activities 7/24 from our facebook page at:

msa2.magnoliapublicschools.org, www.facebook.com/pages/Magnolia-Science-Academy-2/475615079127430

MSA-2 also has a twitter page @magnoliascience as well.

Yours sincerely,

Mr. Steven Keskinturk

Principal, Magnolia Science Academy-2

Contact

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

Phone: 818-758-0300

E-mail: skeskinturk@magnoliapublicschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Magnolia Science Academy 2
Street	17125 Victory Blvd.
City, State, Zip	Lake Balboa, Ca, 91406-5455
Phone Number	818-758-0300
Principal	Steven Keskinturk, Principal
E-mail Address	skeskinturk@magnoliapublicschools.org
Web Site	msa2.magnoliapublicschools.org
County-District-School (CDS) Code	19647330115212

Last updated: 1/19/2017

School Description and Mission Statement (School Year 2016-17)

Our Our history

Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2007 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum

Our Mission

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

Our Vision

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

INNOVATION

Students have the freedom to choose how and what they learn.

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

CONNECTION

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

EXCELLENCE

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

Our Student Learning Outcomes (SLOs)

1) Motivation

Successful; Prepared for future goals, Ready for change, Accepts responsibility to help the community, Demonstrates knowledge of proper nutrition, exercise, and physical health and its impact on daily life, Take responsibility for their own actions and utilize, immediate resources, Are role models

2) Professional

Achieve desired goals (not necessarily high scores), Continuously grow in all areas, Commitment to learning, Ambitious for opportunity, Develop higher order thinking and become college ready, Exhibit the ability to integrate technology as an effective tool in their daily lives

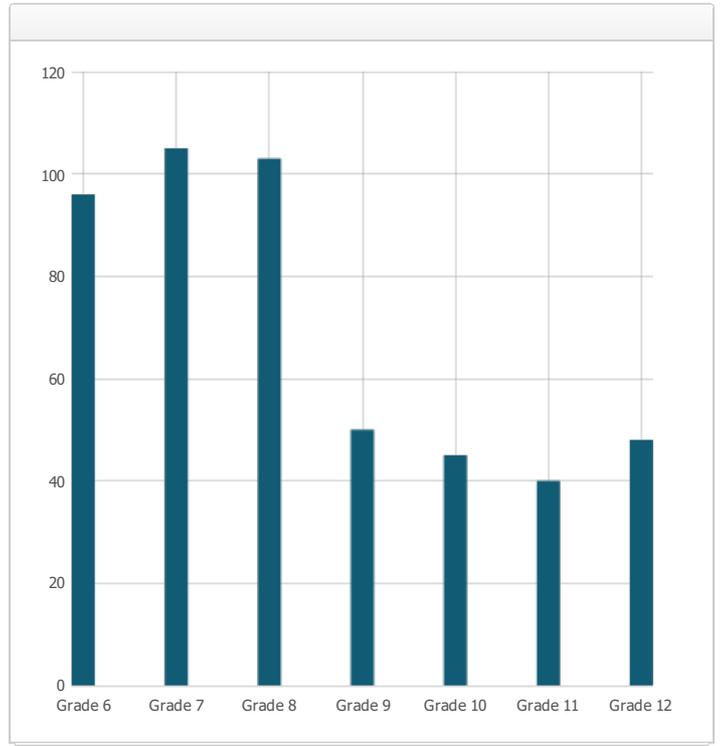
3) Successful Communication

Socialize with diverse groups, Serves the Community, Respect others around them and rely on the guidance of their teachers, Familiarize themselves with other cultures, Be civically engaged and aware of the world around them

Last updated: 1/19/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	96
Grade 7	105
Grade 8	103
Grade 9	50
Grade 10	45
Grade 11	40
Grade 12	48
Total Enrollment	487



Last updated: 1/13/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.9 %
American Indian or Alaska Native	0.0 %
Asian	2.5 %
Filipino	2.3 %
Hispanic or Latino	82.3 %
Native Hawaiian or Pacific Islander	0.2 %
White	8.8 %
Two or More Races	1.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.0 %
English Learners	12.9 %
Students with Disabilities	16.8 %
Foster Youth	0.2 %

Last updated: 1/13/2017

A. Conditions of Learning

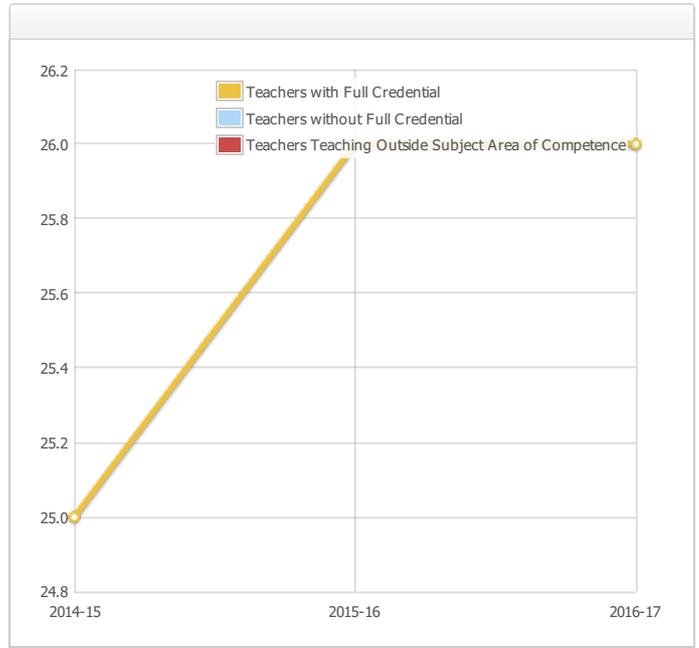
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	26	26	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/13/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/13/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/13/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/13/2017

School Facility Conditions and Planned Improvements

MSA-2 is located on a facility which is on the Birmingham Community Charter High School (BCCHS) Complex of LAUSD. Maintenance and janitorial services are handled by LAUSD. Parents, students, and staff have been involved in campus clean-up and beautification.

Last updated: 1/13/2017

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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Last updated: 1/13/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	29.0%	35.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	26.0%	24.0%	25.0%	29.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	88	97.8%	28.4%
Male	44	43	97.7%	16.3%
Female	46	45	97.8%	40.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	79	97.5%	29.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	82	80	97.6%	28.8%
English Learners	16	16	100.0%	--
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	104	100.0%	28.9%
Male	56	56	100.0%	23.2%
Female	48	48	100.0%	35.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	89	89	100.0%	24.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	90	90	100.0%	26.7%
English Learners	13	13	100.0%	--
Students with Disabilities	17	17	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	103	100.0%	36.9%
Male	56	56	100.0%	32.1%
Female	47	47	100.0%	42.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	93	100.0%	35.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	90	90	100.0%	33.3%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	16.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	36	97.3%	66.7%
Male	24	24	100.0%	62.5%
Female	13	12	92.3%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	66.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	90	100.0%	17.8%
Male	44	44	100.0%	22.7%
Female	46	46	100.0%	13.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	81	100.0%	18.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	82	82	100.0%	17.1%
English Learners	16	16	100.0%	--
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	104	100.0%	22.1%
Male	56	56	100.0%	21.4%
Female	48	48	100.0%	22.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	89	89	100.0%	20.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	90	90	100.0%	20.0%
English Learners	13	13	100.0%	--
Students with Disabilities	17	17	100.0%	11.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	103	100.0%	21.4%
Male	56	56	100.0%	21.4%
Female	47	47	100.0%	21.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	93	100.0%	21.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	90	90	100.0%	21.1%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	36	97.3%	50.0%
Male	24	24	100.0%	45.8%
Female	13	12	92.3%	58.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	54.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	55.0%	50.0%	40.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	149	149	100.0%	40.3%
Male	86	86	100.0%	41.9%
Female	63	63	100.0%	38.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	130	130	100.0%	36.2%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	128	128	100.0%	35.2%
English Learners	17	17	100.0%	5.9%
Students with Disabilities	24	24	100.0%	16.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	47.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	81.5%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.0%	20.0%	6.0%
9	12.5%	16.7%	4.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Our parents may be involved in many aspects of school planning.. Magnolia Science Academy-2 has a Parent Task Force that meets Monthly. MSA-2 also has a school site council, a school improvement team that provides support for the school administration for academic, extracurricular activities as well as grant opportunities. Parents are also invited to participate in English Learner Advisory Committee (ELAC) meetings which our held four times per year. Parents are also invited to the Magnolia Public Schools's Board Meetings. Parents can also meet with our admin team every Friday for a "Coffee with the Principal"

State Priority: Pupil Engagement

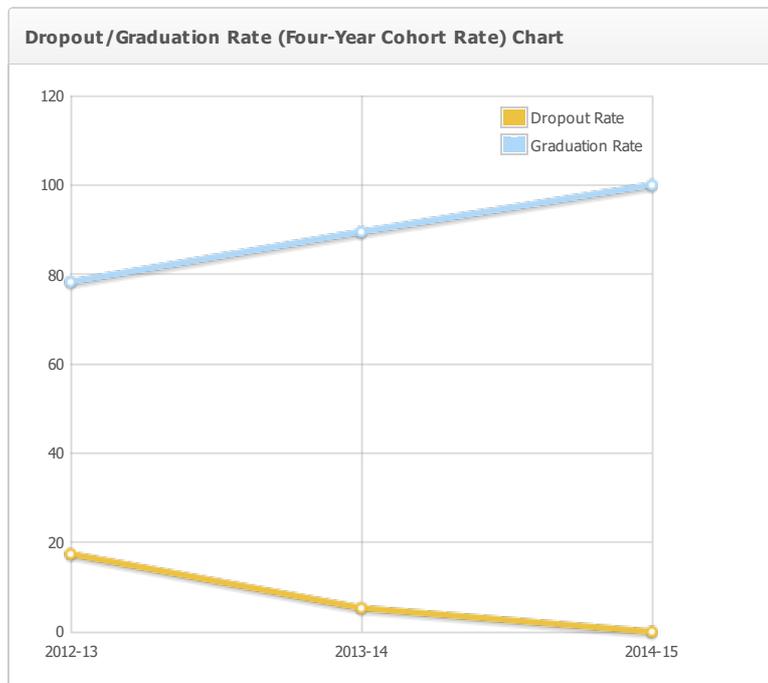
Last updated: 1/13/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	17.4%	5.3%	0.0%	17.2%	17.4%	16.7%	11.4%	11.5%	10.7%
Graduation Rate	78.30	89.50	100.00	68.10	70.20	72.20			



Last updated: 1/13/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	93	86	85
Black or African American	0	82	77
American Indian or Alaska Native	0	80	75
Asian	0	90	99
Filipino	100	91	97
Hispanic or Latino	89	86	84
Native Hawaiian or Pacific Islander	0	86	85
White	100	88	87
Two or More Races	0	93	91
Socioeconomically Disadvantaged	92	86	77
English Learners	0	39	51
Students with Disabilities	100	57	68
Foster Youth	--	--	--

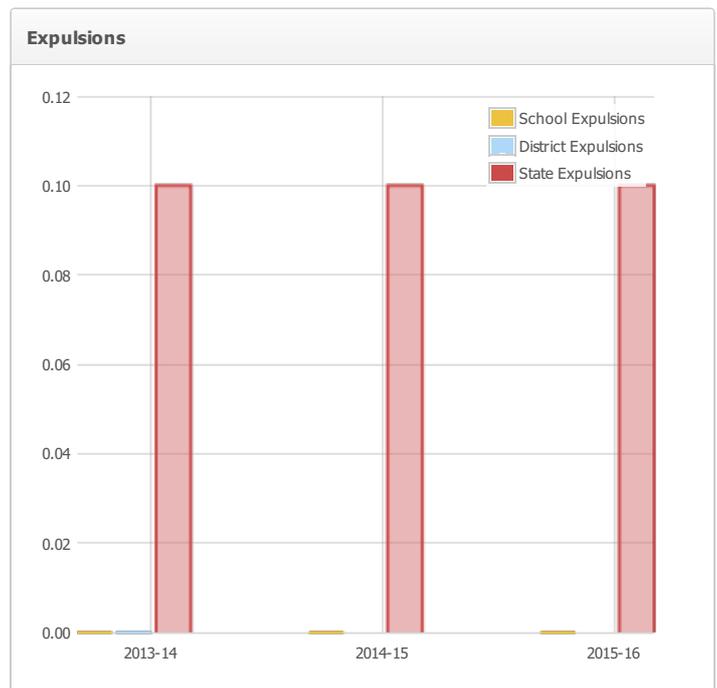
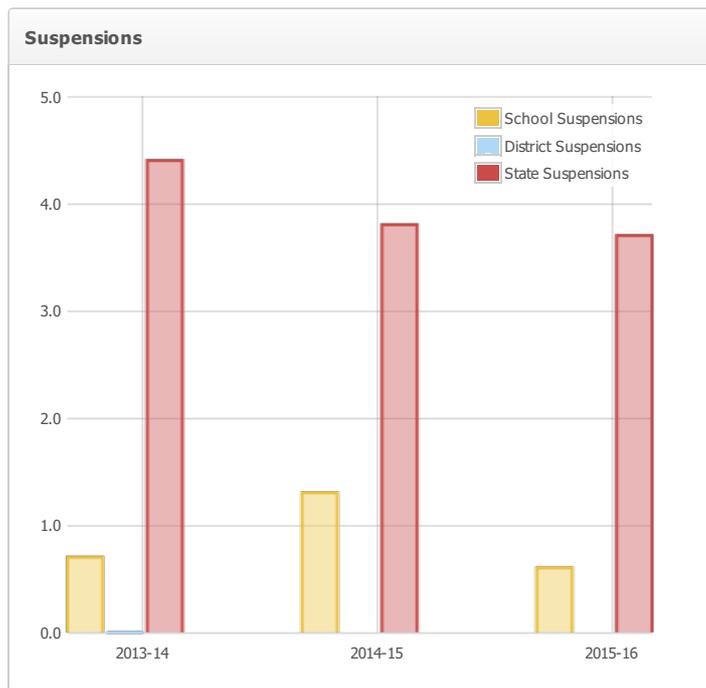
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.7	1.3	0.6				4.4	3.8	3.7
Expulsions	0.0	0.0	0.0				0.1	0.1	0.1



Last updated: 1/13/2017

School Safety Plan (School Year 2016-17)

Magnolia Science Academy-2's comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives: Protect the safety and welfare of students and staff, Provide a safe and coordinated response to emergency situations, Protect the school's facilities and property, In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible, Provide for coordination between the school and local emergency services when necessary. The Safety Plan consists of the following Sections:

- I. Staffing
- II. General Policies and Procedures for Handling Safety and Specific Emergency Situations
- III. Drugs, Alcohol and Tobacco
- IV. Child Abuse Reporting
- V. Campus "Coming and Going"
- VI. Harassment Policy-Appendix A
- VII. Disciplinary, Suspension & Expulsion Policy-Appendix B
- VIII. Incident Report-Appendix C

The plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school. The safety plan was last reviewed and discussed with Magnolia Science Academy-2's staff in August during teacher in-service as well as once a month during staff meetings. Also, emergency drills are performed and discussed with students once a month to ensure students, teachers, and staff are able to perform their duties in case of an emergency.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 5
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/13/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	0.0	0	0	0				
5	0.0	0	0	0	0.0	0	0	0				
6	26.0	0	3	0	29.0	0	4	0	30.0	0	3	
Other	0.0	0	0	0	0.0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/13/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	11	17	2	25.0	11	17	2	25.0	5	15	2
Mathematics	19.0	21	11	2	19.0	21	11	2	24.0	10	10	2
Science	26.0	4	18	2	26.0	4	18	2	26.0	5	11	2
Social Science	22.0	8	9	1	22.0	8	9	1	27.0	3	9	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/13/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/13/2017

Types of Services Funded (Fiscal Year 2015-16)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

EIA LEP

Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

EIA State Comp Ed

Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through the lowering of class size, professional development and support for students with at-risk behaviors.

Last updated: 1/13/2017

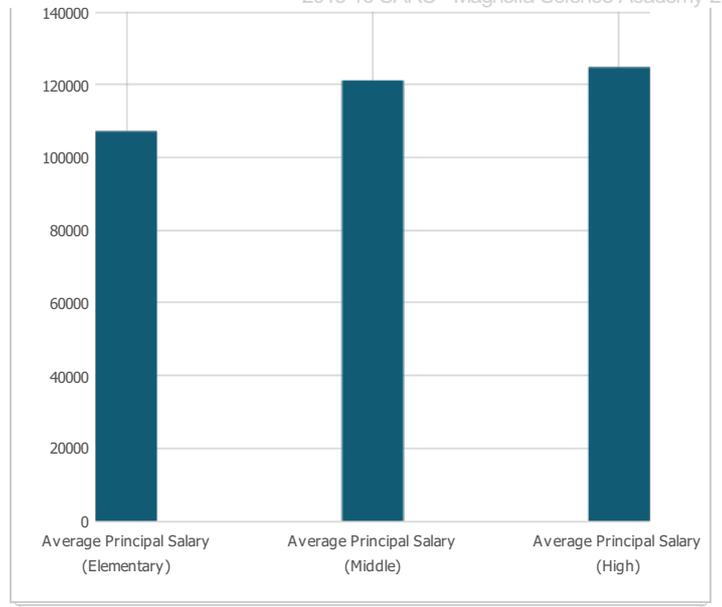
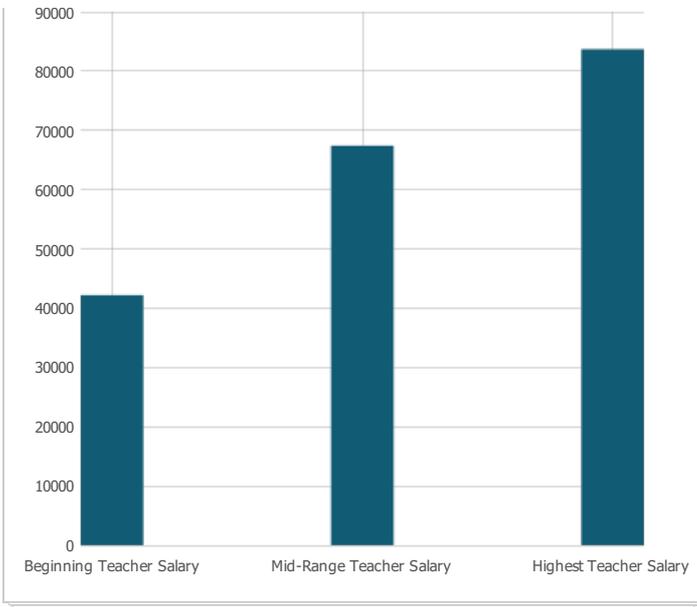
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/13/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	2	N/A
All Courses	10	--

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/13/2017

Professional Development

MSA-2 teachers participate in 5-6 full days of professional development per year. These events are hosted by MPS and is conducted before and during school. The major areas of focus have been using data to guide instruction, strategies for English learners, and implement the Common Core standards. Student achievement data have been used to place students in enrichment and intervention classes and to guide individual teacher class instruction. Teachers have also been trained to use the new curriculum by different resources including webinars, peer training and in person trainings. Teachers are supported through regular teacher-admin meetings, student data reporting, department level meetings and collaboration, and grade level teacher meetings and collaboration. ?

Last updated: 1/13/2017

Magnolia Science Academy 3

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Dr. John L. White

Principal, Magnolia Science Academy 3

About Our School

Magnolia Science Academy-3 is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule.

Contact

Magnolia Science Academy 3
1254 Helmick Street
Carson, CA 00746

Phone: 310-637-3806
E-mail: jwhite@magnolapublicschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Magnolia Science Academy 3
Street	1254 Helmick Street
City, State, Zip	Carson, Ca, 00746
Phone Number	310-637-3806
Principal	Dr. John L. White
E-mail Address	jwhite@magnoliapublicschools.org
Web Site	http://magnoliapublicschools.org
County-District-School (CDS) Code	19647330115030

Last updated: 1/18/2017

School Description and Mission Statement (School Year 2016-17)

OUR SCHOOL

Magnolia Science Academy-3 Carson (MSA-3), is an inclusive STEM and STEAM focused school established in fall 2008. In the summer of 2010, our school site moved to its current location at Curtiss Middle School in Carson. MSA-3 Carson provides an academically rigorous and enriching standards-based curriculum for all students in grades 6-12 with a focus on science, technology and mathematics. Our school provides an enriching STEM and STEAM focused curriculum in addition to a unique set of courses and programs such as: Get Ready for Life (GRFL), A + program, enrichment classes and Sustained Silent Reading class.

MISSION

Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

VISION STATEMENT

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

CORE VALUES

INNOVATION

Students have the freedom to choose how and what they learn.

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

CONNECTION

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

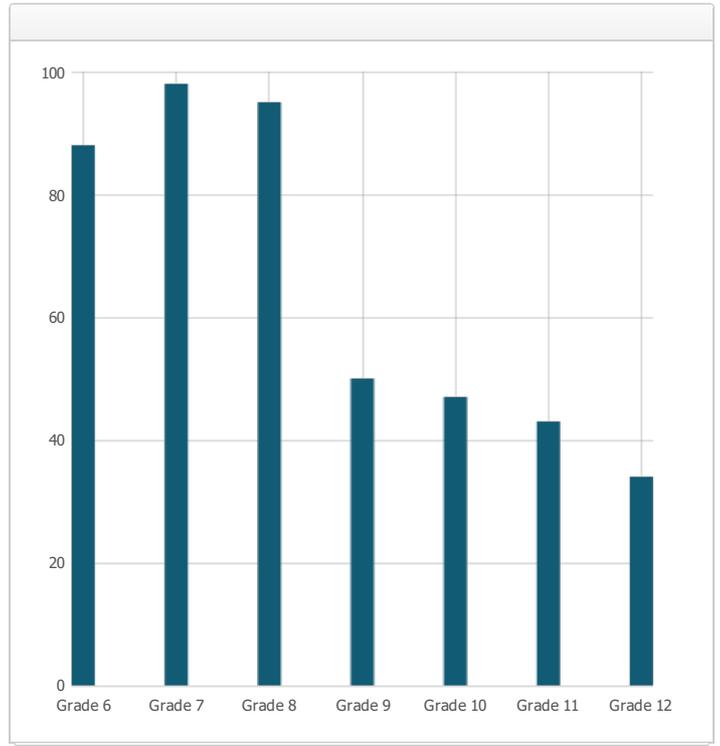
EXCELLENCE

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

Last updated: 1/18/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	88
Grade 7	98
Grade 8	95
Grade 9	50
Grade 10	47
Grade 11	43
Grade 12	34
Total Enrollment	455



Last updated: 1/12/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	43.5 %
American Indian or Alaska Native	0.7 %
Asian	0.9 %
Filipino	0.4 %
Hispanic or Latino	49.5 %
Native Hawaiian or Pacific Islander	0.7 %
White	1.8 %
Two or More Races	2.6 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.0 %
English Learners	5.1 %
Students with Disabilities	10.3 %
Foster Youth	0.7 %

Last updated: 1/12/2017

A. Conditions of Learning

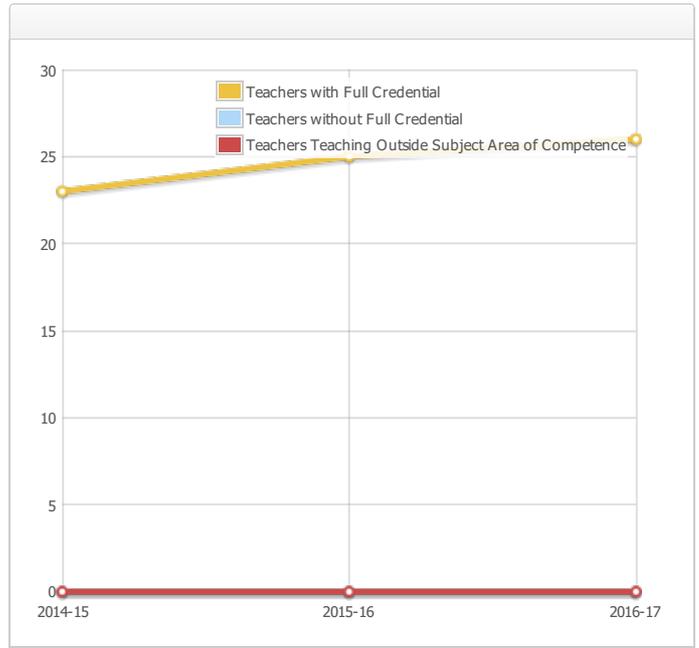
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

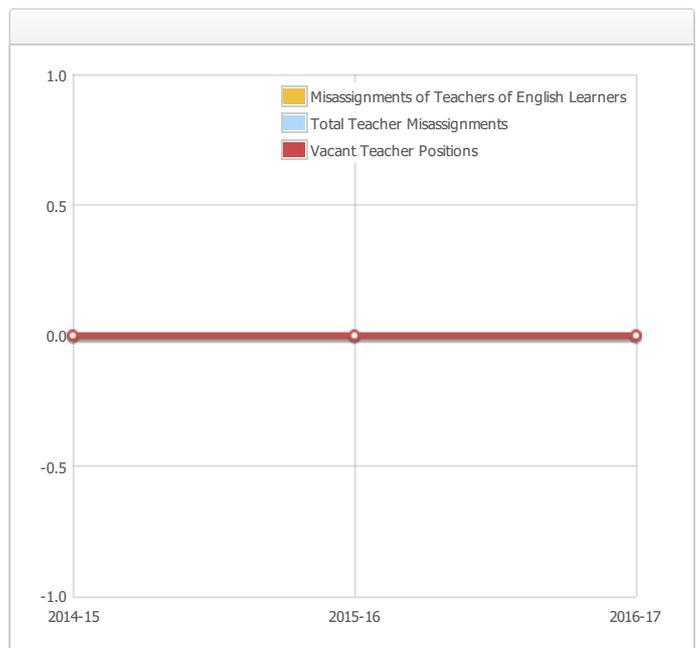
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	25	26	
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/12/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/12/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/12/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/12/2017

School Facility Conditions and Planned Improvements

MSA-3 is co-located on site with Curtiss Middle School. We utilize the back half of Curtiss Middle School's facility, specifically the PA, G, and M buildings, and B bungalows. We also occupy their two rooms in their main building, rooms 116 and 218, and additionally use their Weight Room as a classroom. We share locker and cafeteria facilities with Curtiss Middle School.

The facility has three or more maintenance staff on-site who clean the campus daily.

We recently had the stalls in both our staff and student restrooms re-installed with new panels.

Last updated: 1/12/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	No Major Repairs warranted at this time
Interior: Interior Surfaces	Fair	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	N/A
Electrical: Electrical	Fair	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	N/A
Safety: Fire Safety, Hazardous Materials	Fair	N/A
Structural: Structural Damage, Roofs	Fair	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	N/A

Overall Facility Rate

Year and month of the most recent FIT report: April 2016

Overall Rating	Fair
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Last updated: 1/12/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	22.0%	43.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	13.0%	22.0%	25.0%	29.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	84	100.0%	45.2%
Male	44	44	100.0%	36.4%
Female	40	40	100.0%	55.0%
Black or African American	32	32	100.0%	40.6%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	45.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.0%	43.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	97	100.0%	46.4%
Male	44	44	100.0%	45.5%
Female	53	53	100.0%	47.2%
Black or African American	51	51	100.0%	45.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	35	100.0%	45.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	73	100.0%	42.5%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	88	98.9%	27.9%
Male	45	44	97.8%	20.9%
Female	44	44	100.0%	34.9%
Black or African American	55	54	98.2%	26.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	100.0%	30.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.7%	23.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	41	41	100.0%	61.0%
Male	18	18	100.0%	55.6%
Female	23	23	100.0%	65.2%
Black or African American	12	12	100.0%	33.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	27	100.0%	70.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.0%	60.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	84	100.0%	31.3%
Male	44	44	100.0%	25.6%
Female	40	40	100.0%	37.5%
Black or African American	32	32	100.0%	31.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	32.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.0%	31.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	97	100.0%	20.0%
Male	44	44	100.0%	20.9%
Female	53	53	100.0%	19.2%
Black or African American	51	51	100.0%	11.8%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	35	100.0%	26.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	73	100.0%	16.9%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	89	100.0%	15.9%
Male	45	45	100.0%	13.3%
Female	44	44	100.0%	18.6%
Black or African American	55	55	100.0%	13.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	100.0%	23.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	76	100.0%	14.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	41	41	100.0%	19.5%
Male	18	18	100.0%	22.2%
Female	23	23	100.0%	17.4%
Black or African American	12	12	100.0%	16.7%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	27	100.0%	14.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.0%	18.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	38.0%	53.0%	27.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	135	129	95.6%	27.1%
Male	67	62	92.5%	27.4%
Female	68	67	98.5%	26.9%
Black or African American	70	66	94.3%	31.8%
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	59	59	100.0%	20.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	117	113	96.6%	23.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/13/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	164.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.4%	27.6%	16.3%
9	13.0%	23.9%	28.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Opportunities for Parental Involvement

MSA-3 Carson encourages all stakeholders to be active participants in our school community and provide multiple ways for parents to be involved.

- The School Site Council (SSC) meets once a month and includes stakeholders from all parts of the school community: administrators, teachers, parents, and students. The SSC evaluates and determines school wide improvement programs, budgets, and contributes to important school decisions.
- The English Learners Advisory Committee (ELAC) meets once a month and includes stakeholders from all parts of our school community: administrators, teachers and parents. The ELAC committee meets to support our English Learner (EL) student population in ensuring that they become proficient in English and master the academic content required of all students in California.
- Coffee with the Principal (CWP) program is a weekly meeting with administration and parents to discuss upcoming events, review LCAP and SPSA goals, and develop ideas for the upcoming semesters and school years to come.
- Parent Task Force (PTF) is a committee to help volunteer and increase parent involvement with school events.
- Local Control Accountability Plan LCAP & Title 1 Meetings to discuss funding and budgets for the upcoming school year. All stakeholders meet to plan and develop opportunities for improvements with our most needed students.
- Civic Engagement Program-classes and workshops for parents on financial literacy, how to get their children to and through college, and how to raise social and emotionally healthy children. We provide opportunities for parents to register to vote and provide opportunity for immigration services as well as social and emotional assistance.
- Our College Advisor provides ample opportunities for parent engagement by organizing bilingual-English and Spanish- college related workshops for students and their families. Our Advisor also meets individually with families both at school at home to discuss college readiness and foment a college going culture at our school.
- Home visits are the number one way we connect with parents and students outside of school. Visiting while developing academic and social goals to help increase success for students in the future.
- We host orientation in the summers, back to school nights, community events, family nights, and parent-teacher conferences.

State Priority: Pupil Engagement

Last updated: 1/13/2017

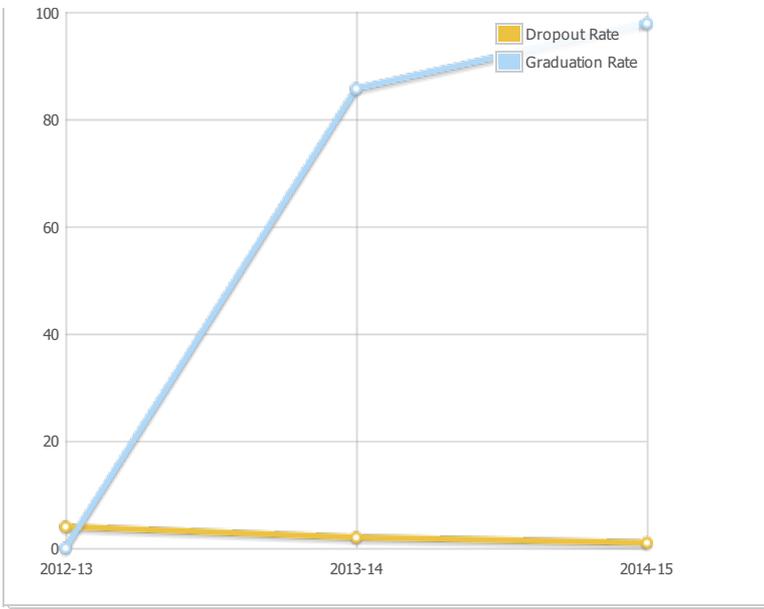
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.0%	2.0%	1.0%	17.2%	17.4%	16.7%	11.4%	11.5%	10.7%
Graduation Rate	0.00	85.70	97.90	68.10	70.20	72.20			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/13/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	98	86	85
Black or African American	100	82	77
American Indian or Alaska Native	0	80	75
Asian	100	90	99
Filipino	0	91	97
Hispanic or Latino	97	86	84
Native Hawaiian or Pacific Islander	0	86	85
White	0	88	87
Two or More Races	0	93	91
Socioeconomically Disadvantaged	98	86	77
English Learners	33	39	51
Students with Disabilities	100	57	68
Foster Youth	--	--	--

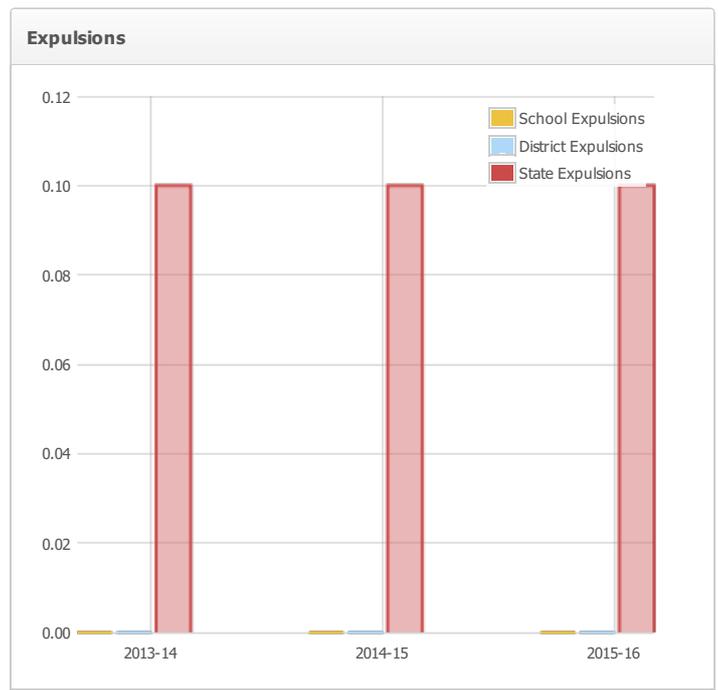
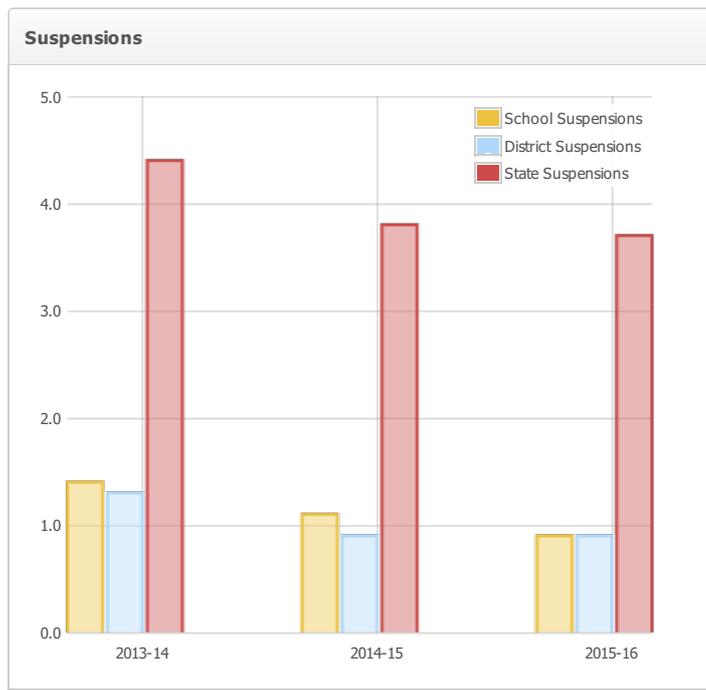
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	1.1	0.9	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/13/2017

School Safety Plan (School Year 2016-17)

http://www.msa3.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=316235&type=d

We have established a School-wide Safety Plan. All classrooms maintain binders with rosters, emergency reports, and the School-wide Safety Plan. All classrooms also have received emergency supply kits equipped with first-aid, water and rations, and toiletry. Administrators and staff have attended multiple school safety professional development opportunities and trainings including Lockdown and Active Shooter training, School / Law Enforcement forum, and School-Police Partnership webinar. School-wide safety and student security is priority for MSA-3, so we will continue to focus on attending trainings and dedicating professional development to maintaining school safety and implementing safety procedures. We also coordinate emergency drills with Curtiss Middle School to establish a campus-wide safety procedure.

Last updated: 1/13/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 5
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/13/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	0.0	0	0	0				
5	0.0	0	0	0	0.0	0	0	0				
6	27.0	9	13	9	28.0	4	19	3	24.0		19	2
Other	0.0	0	0	0	0.0	0	0	1				1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/13/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	17	13	1	21.0	17	13	1	20.0	16	13	1
Mathematics	19.0	17	12	2	14.0	6	1	0	16.0	6	1	0
Science	26.0	6	11	1	27.0	3	15	1	26.0	3	15	1
Social Science	23.0	8	12	2	25.0	6	12	2	25.0	6	1	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/13/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	225.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	\$2068.0	--	--
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/13/2017

Types of Services Funded (Fiscal Year 2015-16)

MSA-3 focuses on data driven results and our two Dean of Academics work with our Regional Director to determine specific interventions and goals to identify and analyze the data and what research supports. Map testing will take place March or April of 2016. The school's culture is still focused on academics because 6-8 and 10-11th grade students and will participate in state testing. The Smarter Balanced and the Science CST (California State Testing) schedules will be shared to all shareholders through various methods (school website, the weekly newsletter, phone calls and emails home, as well as Facebook and Twitter).

In order to internally assess student progress, MSA-3 continues to use Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exams to monitor growth and evaluate student academic needs as well as SBAC interim block and comprehensive exams.

The MAP exams assess students in two main areas- mathematics and reading. This computer adaptive exam has been reformatted to closer align with the Common Core standards for the 2015-2016 academic school year so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

Since the suspension of the CSTs, Smarter Balance interim exams are also used to measure student progress. Block exams allow teachers to determine needs on subject specific areas, while the Review scores with students on an individual level. That way, students have a better understanding of areas of success and areas of need. Students are then asked to go over their scores and goals with parents who are required to sign that they understand their child's achievement. Parents are then given the opportunity to meet with teachers to discuss their child's scores and progress in their classes.

MSA-3 provides an educational environment that involves both in-class and after-class individual attention. After-class individual attention will occur as part of our after-school tutoring program. A customized program will be offered to students depending on their academic achievement level. Students with a D or F grade in core subjects are classified as low achievers. An improvement plan will be prepared with the involvement of the student, teacher, parent/guardian and dean of academics. Improvement plans will include additional homework, readings and mandatory after school tutoring. The student's progress will be evaluated by the teacher in a timely manner. Low achieving students attend after school tutoring concentrating on the subjects in which they most need assistance. The number of students in each tutoring group will not exceed seven and volunteers from local universities will also help with tutoring programs under the guidance of teachers.

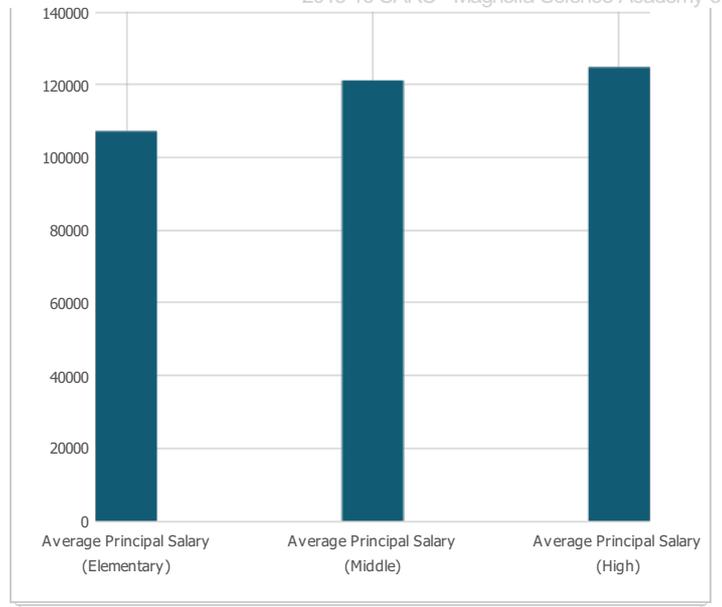
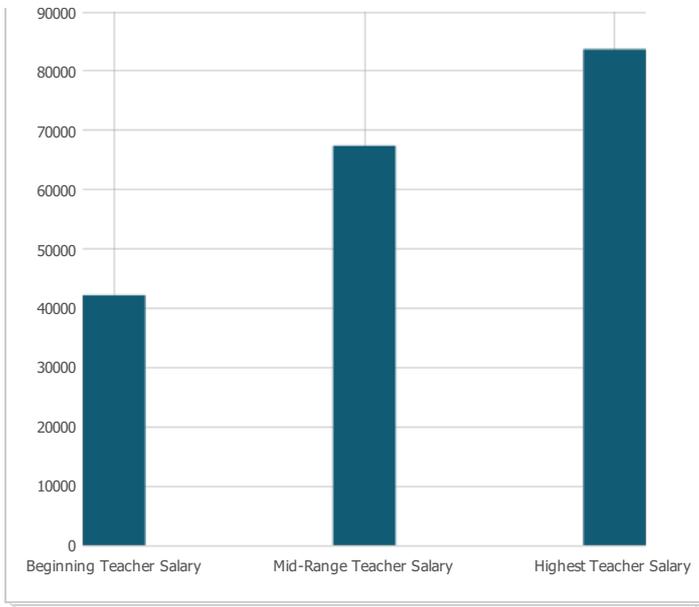
Last updated: 1/13/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart**Principal Salary Chart**



Last updated: 1/13/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	1	N/A
All Courses	9	28.2%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/13/2017

Professional Development

Professional Development topics vary depending on the changing needs of the school community, but in recent years the central topics of MSA-3's Professional Development sessions have been the following:

Student Achievement: It is our constant goal to continuously improve the academic achievement of our student population. MSA-3 uses a variety of student achievement data to inform instruction. We analyze and disaggregate CST scores, where applicable, CAHSEE scores and MAP scores among other relevant student achievement data in order to target added support and choose promising practices. In recent years, our primary goal has been to increase the academic achievement of all our particular subgroups. .

Supporting Classroom Management: A part of our professional development focuses on supporting teachers by offering strategies and resources to improve classroom management. The goal is to assist teachers to grow professionally in their craft through the sharing of best practices. We recognize the daily behavioral challenges that teachers can face, and understand that minimizing these behaviors through clear expectations, consistent procedures, and engaging instruction increases classroom learning.

WASC Self-Study Report and subsequent Progress Report:

Based on the ACS WASC mid-cycle review, it has been determined that Magnolia Science Academy 3 meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit. Magnolia Science Academy 3's accreditation is reaffirmed through the end of the current accreditation cycle ending in June 2019. Your school's accreditation is contingent upon the submission of a follow-up progress report focusing on the areas of concern identified in the visiting committee report. The follow-up progress report is due to the ACS WASC office by June 1, 2017. Accreditation status is conditioned upon Magnolia Science Academy 3's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation. The Commission looks forward to Magnolia Science Academy 3's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Implementation of Professional Development:

MSA-3 provides professional development to its staff through a number of avenues. Administrators have individual meetings for all Magnolia Principals, Deans of Academics, and Deans of Students. MSA-3 has four set dates for scheduled professional development throughout the year: twice during a two-day In-Service before each semester, and twice throughout the school year on a day when school is out of session. We send teachers to workshops and conferences both local and out-of-state. Our educational partner, the Accord Institute, has offered a yearly conference with workshops sessions and guest speakers up until this year. We hold weekly staff meetings on Thursdays. Teachers meet with the Principal weekly. All administrators conduct both formal and informal observations and provide follow-up feedback. Department Chairs have less teaching classes per week so that they may have time to work closely with their department members and provide observation, support, and feedback. We have also revised our peer observation schedule to allow for substitute coverage rather than asking teachers to schedule their own observations.

Last updated: 1/13/2017

Magnolia Science Academy 4

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

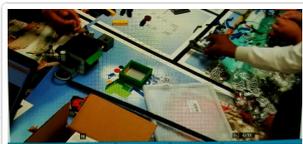
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Lisa Ross

Principal, Magnolia Science Academy 4

About Our School

Magnolia Science Academy-4 is a 6-12 public charter school in Venice. Currently, MSA-4 serves 189 students. MSA-4 is a STEAM (Science, Technology, Engineering, Art and Math) school. The mission of MSA-4 is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA-4's education program is STEAM focused college preparatory learning environment. Based on a project-based/inquiry approach to science, technology, engineering, and math, this program has a goal to improve access and success in STEM fields in college. Research has been conducted about the benefits of a project-based/inquiry-based science program for special populations. Inquiry-oriented teaching may be especially valuable for many at-risk and diverse populations. In one study, language-minority students were found to acquire scientific ways of thinking, talking, and writing through inquiry-oriented teaching. In this program, MSA-4 offers a comprehensive learning experience designed to serve the needs of all students with an emphasis on low performing and at-risk students, through:

- inquiry based lessons,
- effective site-based instruction,
- rich hands-on learning through project based learning.

Tutoring and extra-curricular after-school activities supplement classroom instruction. MSA-4 creates a supportive and caring environment with small classes and strong student-parent-teacher communication and improve students' knowledge and skills in core subjects, thereby increasing their objective and critical thinking skills as well as their chances of success in higher education and beyond.

MSA-4 aims to improve student performance in reading, writing, and math, increase the number of students who pursue careers in STEM areas, achieve high attendance rates, and reduce dropout rates. MSA-4's focus is on:

- increasing the number of students who pursue STEAM related careers.
- consistently providing a rigorous CC curriculum that is centered around STEAM.
- providing quality core instruction, including humanities and social sciences.
- sharpen critical thinking skills by providing project and inquiry-based activities.
- reduce dropout rates by providing academic and social support in a small school environment.
- improve organizational and study skills by offering a life skills course.
- support at risk students by providing a comprehensive tutoring program.

Contact

*Magnolia Science Academy 4
11330 Graham Place
Los Angeles, CA 90064*

Phone: 310-473-2464

E-mail: ross@magnolapublicschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Magnolia Science Academy 4
Street	11330 Graham Place
City, State, Zip	Los Angeles, Ca, 90064
Phone Number	310-473-2464
Principal	Lisa Ross
E-mail Address	lross@magnoliapublicschools.org
Web Site	http://www.msa4.magnoliapublicschools.org/#
County-District-School (CDS) Code	19647330117622

Last updated: 1/18/2017

School Description and Mission Statement (School Year 2016-17)

Mission and Vision

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

MPS' vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MPS has identified the following core values, which are reinforced through the Life Skills curriculum, schoolwide learner outcomes (SLOs), and all school activities:

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

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, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

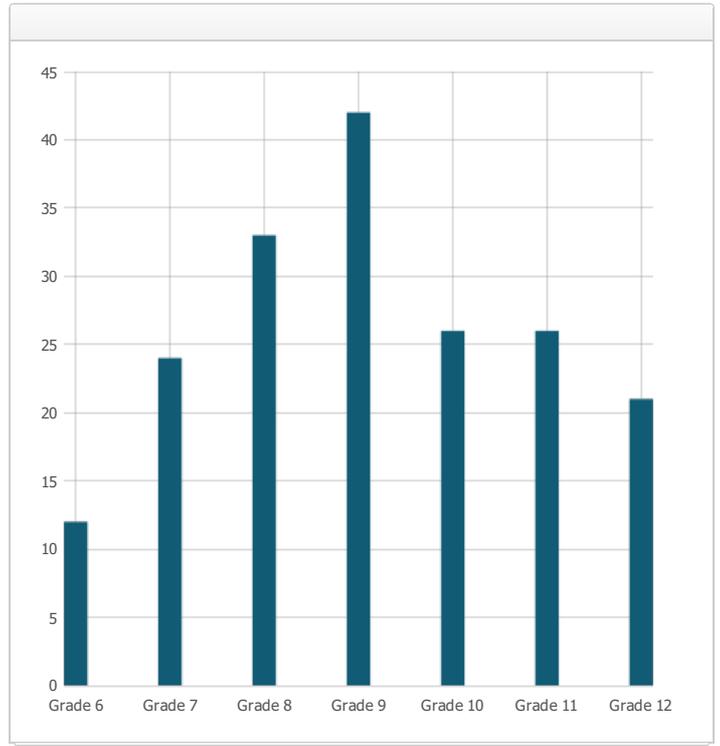
SCHOOLWIDE LEARNER OUTCOMES

The SLOs are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-4. Our SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the school.

Last updated: 1/18/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	12
Grade 7	24
Grade 8	33
Grade 9	42
Grade 10	26
Grade 11	26
Grade 12	21
Total Enrollment	184



Last updated: 1/18/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9.2 %
American Indian or Alaska Native	0.0 %
Asian	1.1 %
Filipino	1.6 %
Hispanic or Latino	78.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	8.1 %
Two or More Races	0.0 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.7 %
English Learners	3.8 %
Students with Disabilities	13.0 %
Foster Youth	0.0 %

Last updated: 1/18/2017

A. Conditions of Learning

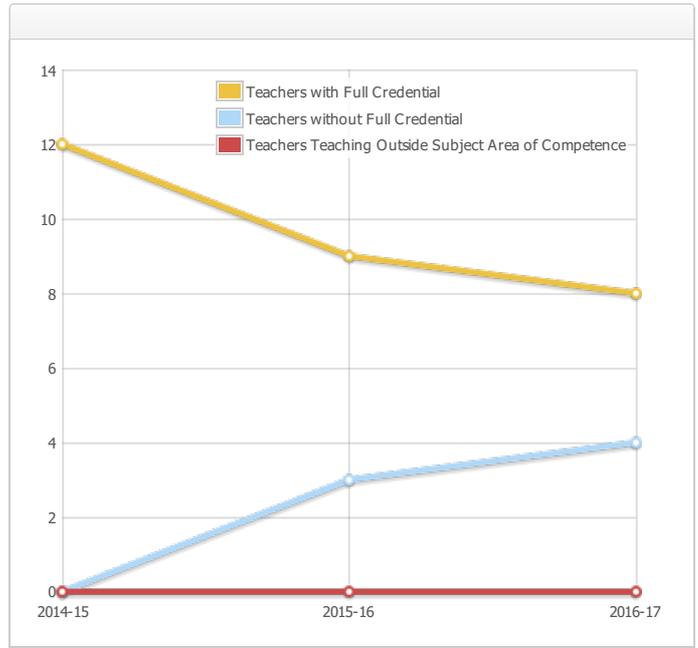
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

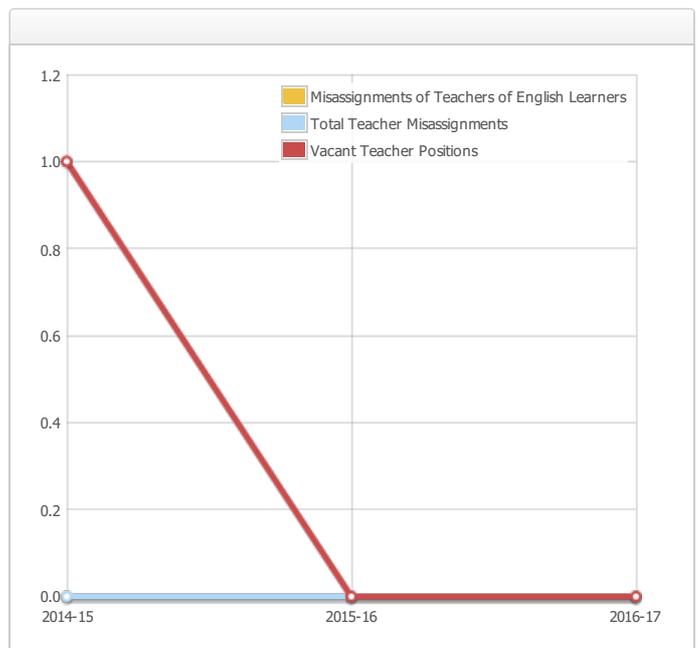
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	9	8	
Without Full Credential	0	3	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/18/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/18/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/18/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

MSA-4 utilizes California State Board of Education adopted instructional materials per related California Education Codes. The Magnolia Public Schools Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Below please find a summary chart setting forth the curriculum resource choices by content area.

Math: McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: ALEKS (3-12), Ironbox (1-8), Glencoe Math Accelerated, Thematic Unit Materials, Heinemann, The Young Mathematicians at Work Series; Renaissance Learning Accelerated Math Program, Study Island Program

Science: McGraw Hill, Integrated iScience (6-8); McGraw Hill, Biology, Physics, Chemistry (9-12); Enrichment/Intervention: FOSS (Full Option Science System), Research Corps, Thematic Unit Materials

English Language Arts/ELD: McGraw Hill Studysync (6-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); Enrichment/Intervention: McGraw Hill, Wonders Intervention (K-5), McGraw Hill, FLEX Literacy (3-12), Research Corps, Thematic Unit Materials; Renaissance Learning Accelerated Reader Program, Study Island Program, Triumph Learning Common Core Support Coach, BrainPOP ESL

Social Science: McGraw Hill, Networks (K-12); Enrichment/Intervention: Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing... Series; Oxford University Press, A History of US; Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program

At MSA-4, every teacher has access to dedicated computers in their own classrooms and a laptop to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access will be available at MSA-4. Teachers will use various types of technology during classroom instruction, including computer and projector, interactive technology tools, access to educational websites such as Discovery Education, BrainPOP, Khan Academy, just to name a few. Furthermore, the school utilizes computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the CoolSIS, school information system.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill Publisher's resources, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader program, and Triumph Learning Common Core Support Coach allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on common core and California content standards/framework which have not been achieved.

Students at MSA-4 develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-4 encourages parents' active use of school's technological resources to track student's performance by providing computer access to all parents. MSA-4 is aware of the fact that, given its target population, a high percentage of students may have either limited or no access to any computer outside the school. MSA-4's computer science curriculum is designed for students with limited computer experience. MSA 4 has employed a one-to-one Chrome Book program and the devices go home to facilitate the use of our online textbooks.

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts/ELD: McGraw Hill Studysync (6-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); Enrichment/Intervention: McGraw Hill, McGraw Hill, FLEX Literacy (3-12), Thematic Unit Materials; Renaissance Learning Accelerated Reader Program, Study Sync, BrainPOP ESL	Yes	0.0 %
Mathematics	Math: McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: McGraw Hill, Building Blocks (K-2), ALEKS (3-12), Ironbox (1-8), Glencoe Math Accelerated, Curriculum Associates' Ready Common Core, Thematic Unit Materials.	Yes	0.0 %
Science	Science: McGraw Hill, Integrated iScience (6-8); McGraw Hill, Biology, Physics, Chemistry (9-12); Enrichment/Intervention: FOSS (Full Option Science System), Thematic Unit Materials	Yes	0.0 %
History-Social Science	Social Science: McGraw Hill, Networks (K-12); Enrichment/Intervention: Research Corps, Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing... Series;	Yes	0.0 %

Oxford University Press, A History of US; Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program

Foreign Language	Realidades, Nuevas vistas, Triangulo Aprobado and Temas	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/18/2017

School Facility Conditions and Planned Improvements

1. MSA 4 administrative team provides supervision to ensure the safety of our students.
2. We participate in a monthly fire drill. We have earthquake and lockdown drills. We also participate in the Great Shakeout annually. Every year we have 4 fire drills, 4 earthquake drills and 2 lockdown drills.
3. MSA 4 strives to maintain a clean learning environment. MSA4 has the benefit of a day and evening custodian who cleans the classrooms and the campus daily.
4. School facilities are in good shape.
5. Our Parent Task Force (PTF) also support the maintenance of our facilities by raising funds to facilitate upgrades/improvements.

Last updated: 1/18/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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Last updated: 1/18/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	39.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	13.0%	15.0%	25.0%	29.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	13	92.9%	23.1%
Male	11	10	90.9%	30.0%
Female	--	--	--	--
Black or African American	1	1	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	27.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	20.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	25	100.0%	36.0%
Male	16	16	100.0%	18.8%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.0%	39.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.0%	36.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	33	97.1%	33.3%
Male	22	21	95.5%	19.1%
Female	12	12	100.0%	58.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	27	96.4%	29.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.2%	56.0%
Male	14	13	92.9%	46.2%
Female	12	12	100.0%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	17	94.4%	47.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	13	92.9%	7.7%
Male	11	10	90.9%	10.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	9.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	10.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	25	100.0%	28.0%
Male	16	16	100.0%	25.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.0%	30.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.0%	27.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	34	100.0%	6.1%
Male	22	22	100.0%	4.8%
Female	12	12	100.0%	8.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	100.0%	3.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	3.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.2%	16.0%
Male	14	13	92.9%	7.7%
Female	12	12	100.0%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	17	94.4%	5.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	11.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	48.0%	31.0%	38.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	61	60	98.4%	38.3%
Male	35	34	97.1%	32.4%
Female	26	26	100.0%	46.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	54	54	100.0%	40.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	49	48	98.0%	39.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

Career Technical Education Programs (School Year 2015-16)

MSA-4 promotes CTE by being STEAM based with arts integration. We also support CTE by encouraging and supporting dual enrollment at local community colleges.

Last updated: 1/18/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/12/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.0%	28.0%	12.0%
9	25.6%	23.1%	15.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

MSA-4 Parent Task Force (PTF) works to maintain the close relationship that exists between the school teachers and administrators, the students, and their parents. Every parent of a student currently enrolled at MSA-4 is considered a member of the MSA-4 PTF. We also invite the participation of extended family members, friends, neighbors and other business community members. MSA-4 cultivates a culture of volunteerism. We actively encourage our families to contribute their talents and resources to enrich the educational experience of our students. Among its myriad of functions, the PTF assists our teachers with the integration of enrichment programs within the school curriculum. They also organize volunteers. The PTF supports the school and its students by organizing community-building events, and helps to raise funds for the school and its STEAM Education programs. We are dedicated to working collaboratively with all stakeholders to enhance the education of every child.

MSA-4 has established relationships with diverse community organizations. MSA-4 team has already strong support from community leaders. MPS board members and school administrators have strong ties within the community and uses these connections to engage students in STEAM learning and social and civic responsibility. MSA-4 emphasizes building a community around the school. The school leadership arranges meetings with the community through luncheons, back to school nights, and STEAM Expo/Festivals.

State Priority: Pupil Engagement

Last updated: 1/12/2017

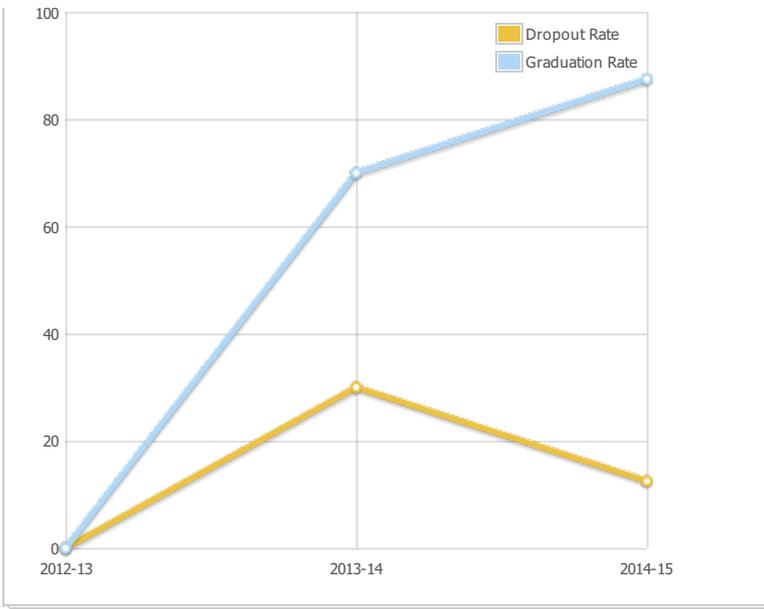
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	30.0%	12.5%	0.0%	17.4%	16.7%	11.4%	11.5%	10.7%
Graduation Rate	0.00	70.00	87.50	68.10	70.20	72.20			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/12/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	93	86	85
Black or African American	100	82	77
American Indian or Alaska Native	0	80	75
Asian	0	90	99
Filipino	100	91	97
Hispanic or Latino	91	86	84
Native Hawaiian or Pacific Islander	0	86	85
White	100	88	87
Two or More Races	100	93	91
Socioeconomically Disadvantaged	96	86	77
English Learners	50	39	51
Students with Disabilities	100	57	68
Foster Youth	--	--	--

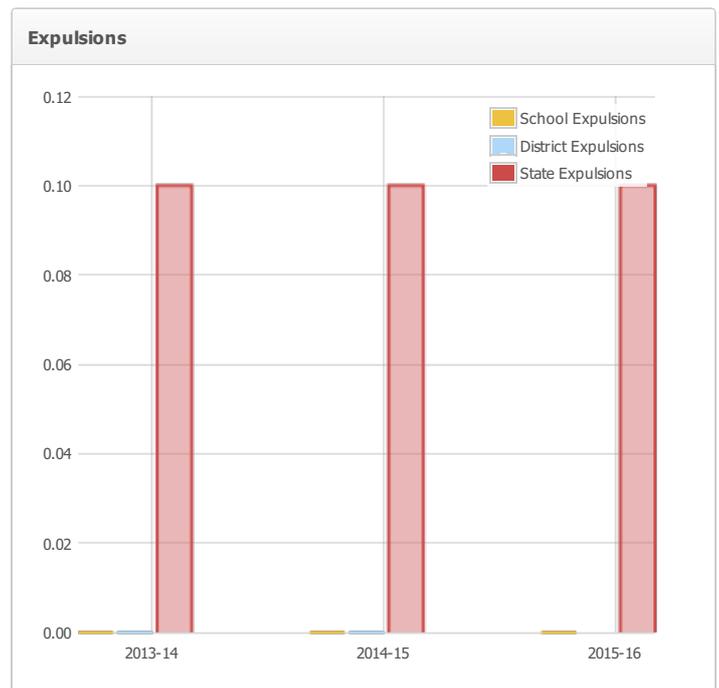
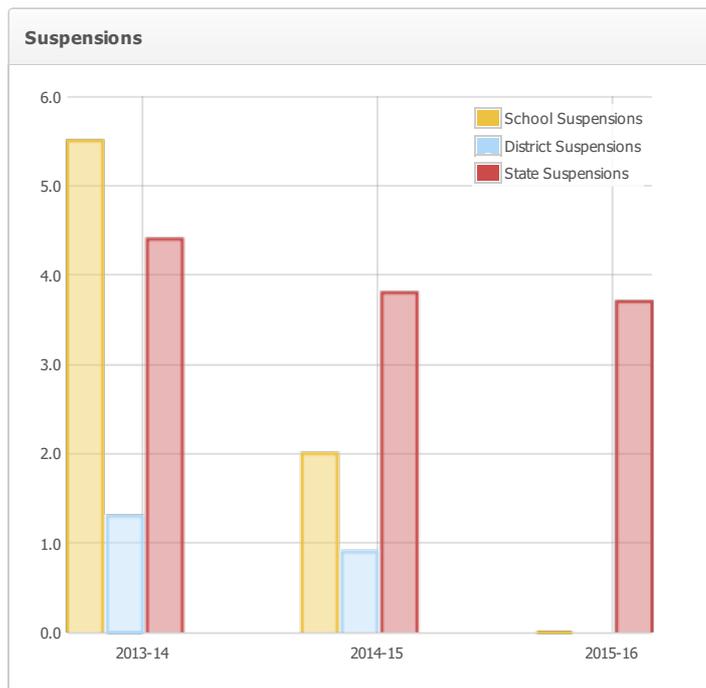
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.5	2.0	0.0	1.3	0.9		4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0		0.1	0.1	0.1



Last updated: 1/12/2017

School Safety Plan (School Year 2016-17)

MSA4 conducts fire, earthquake and other mandated drills including lock down drills. Our campus is a very safe and welcoming school for our students, parents and staff. We are building school culture by establishing and following up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with sound structure. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. We employ restorative justice model ("The Justice League") and provide clear school and classroom codes of conduct in a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

Last updated: 1/12/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 5
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.0	14	2	0	21.0	13	5	2				
Mathematics	17.0	16	4	0	20.0	4	0	0				
Science	18.0	10	4	0	22.0	8	2	2				
Social Science	17.0	10	2	0	23.0	8	3	1				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/12/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	184.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/12/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8845.0	\$1578.0	\$7267.0	\$50861.0
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/12/2017

Types of Services Funded (Fiscal Year 2015-16)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

After School Tutoring:

MSA-4 identifies the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements early intervention where indicated. Continuous free tutoring, individual teacher mentoring and support, after school programs, home visits, motivational guest speakers, parent meetings, university and college visits, and field trips shape the educational vision of the student and the family. Parents are invited to meet their child's teachers and are encouraged to participate in their child's education and are provided tips and training for doing so. Targeted English & Math intervention classes are offered during elective periods to students who are not achieving at grade level. Individual and small group tutoring as well as homework clubs are also available. Low achieving students' progress is quantitatively measured through MAP and Accelerated Reader with the goal of attaining at least one year's academic progress within the school year.

Academic Clubs:

MSA-4 offer a wide range of academic clubs to support learners with additional learning opportunities. These clubs helps learners to benefit from an extended day for instruction in a hands-on and fun way in science, robotics, and art clubs.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III

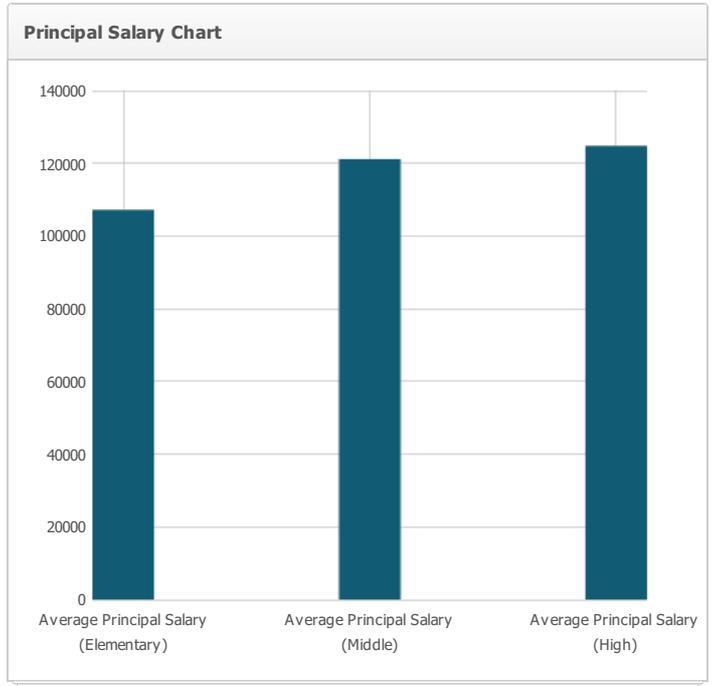
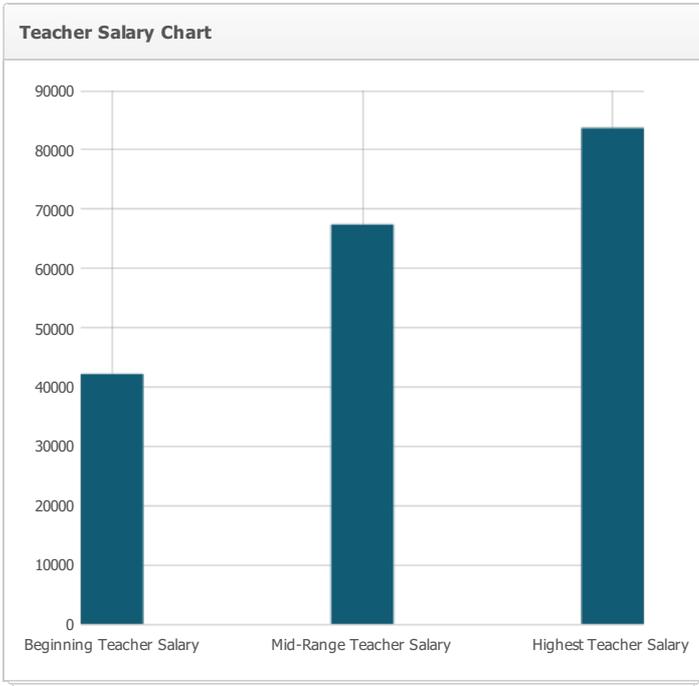
Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

Last updated: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/12/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science	1	N/A
Social Science	1	N/A
All Courses		22.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/12/2017

Professional Development

MSA-4's core components of professional development include in-house and outside training activities. The in-house PD consists of Professional Learning Communities (PLCs) meeting at school bi-weekly to discuss teaching practice, peer mentoring through peer observation to improve teaching practice, department level meetings to oversee the consistency and coherency in teaching and learning, and professional development days, a minimum of 12 days to build a learning culture at school. The outside professional development days include attending training events such as conferences. Every academic school year starts with an extensive in-service program consisting of orientations for new staff, required annual trainings and workshops for school programs. There will be 5 days of in-services just before the school opens in academic year. New teachers go through additional trainings. The induction program consists of the following trainings and sessions: General School-wide Expectations and Non-negotiables, Personnel Handbook and Benefit Programs; Internal and External Communication; Teacher Performance and Support Programs; School-Wide Academic Goals, State and NWEA MAP Tests; Academic Policies and Practices; Master Calendar, Daily Schedules, Syllabi, Lesson Structures and Annual Plans; Professional Learning Communities, Staff Meetings, Grade and Department Chair duties and Responsibilities; SIS use, Teacher Portal Network, Computers and E-mail System; Positive Behavioral Support System, Incentive and Recognition Programs; Supervision Duties and Responsibilities; Emergency and Safety Plans; Annual Sexual Harassment and Bullying Prevention Trainings; Child Abuse and Neglect Training; Special Education and Section 504 Training. New teachers will go over additional training and workshops to orient to the policies, practices, and procedures of the school. Mentor teachers will provide personal and professional support to the new teachers.

Last updated: 1/12/2017

Magnolia Science Academy 5

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Brad Plonka, Principal

Principal, Magnolia Science Academy 5

About Our School

Magnolia Science Academy-5 (MSA-5) is an independent public charter school located in the Reseda community of Los Angeles. MSA-5 is a small-size school that serves 148 students from grades 6-8 in classes with a maximum of 27 students. Magnolia's mission is to provide high-quality education with an academic focus on math, science, and technology integration, and a character education focus on raising respectful, responsible, and creative individuals by forming nurturing student parent-staff triads. We provide a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as electives, tutoring, after school clubs, Saturday School, field trips, community meetings, and much more.

In its main curriculum, Magnolia Science Academy-5 provides its students with rigorous education in core subjects, such as Math, Science, Social Studies, and English Language Arts. Physical Education and Foreign Language classes are also offered daily as part of the curriculum. Electives, such as Accelerated Math, Computer, Spanish, and Life Skills are enrichments to Magnolia Science Academy-5 main program.

Contact

Magnolia Science Academy 5
18230 Kittridge St.
Reseda, CA 91335-6121

Phone: 818-705-5676
E-mail: bplonka@magnoliapublicschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Magnolia Science Academy 5
Street	18230 Kittridge St.
City, State, Zip	Reseda, Ca, 91335-6121
Phone Number	818-705-5676
Principal	Brad Plonka, Principal
E-mail Address	bplonka@magnoliapublicschools.org
Web Site	msa5.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117630

Last updated: 1/12/2017

School Description and Mission Statement (School Year 2016-17)

SCHOOL DESCRIPTION Magnolia Science Academy-5 (MSA-5) is an independent public charter school located in the Reseda community of Los Angeles. MSA-5 is a small-size school that serves 149 students from grades 6-8 in classes with a maximum of 27 students. Magnolia's mission is to provide high-quality education with an academic focus on math, science, and technology integration, and a character education focus on raising respectful, responsible, and creative individuals by forming nurturing student parent-staff triads. We provide a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as electives, tutoring, after school clubs, field trips, community meetings, and much more.

In its main curriculum, Magnolia Science Academy-5 provides its students with rigorous education in core subjects, such as Math, Science, Social Studies, and English Language Arts. Physical Education and Foreign Language classes are also offered daily as part of the curriculum. Character Education and electives, such as Computer are enrichments to Magnolia Science Academy-5 main program.

MISSION STATEMENT

Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

INNOVATION

Students have the freedom to choose how and what they learn.

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

CONNECTION

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

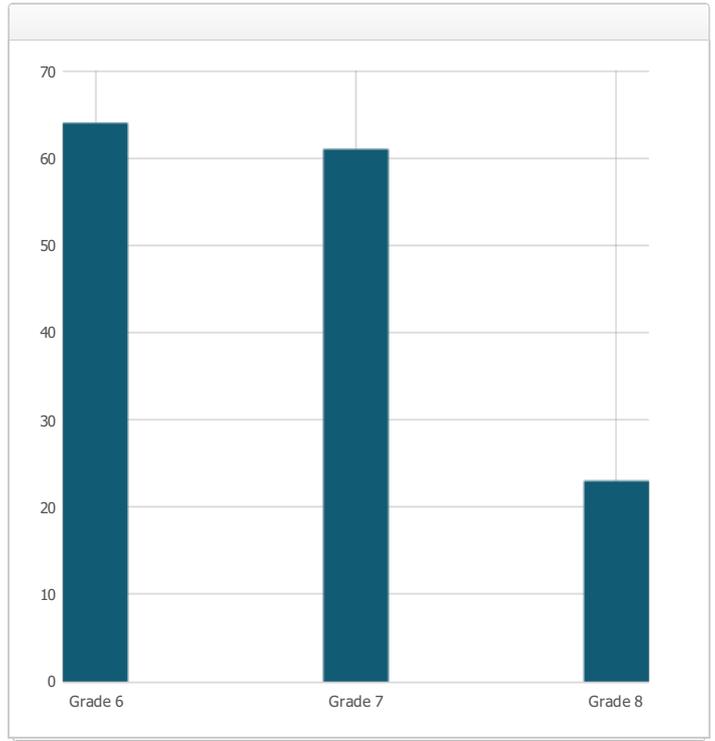
EXCELLENCE

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

Last updated: 1/18/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	64
Grade 7	61
Grade 8	23
Total Enrollment	148



Last updated: 1/12/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.7 %
American Indian or Alaska Native	0.0 %
Asian	0.7 %
Filipino	4.1 %
Hispanic or Latino	81.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	8.1 %
Two or More Races	0.7 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.6 %
English Learners	27.7 %
Students with Disabilities	18.9 %
Foster Youth	0.0 %

Last updated: 1/12/2017

A. Conditions of Learning

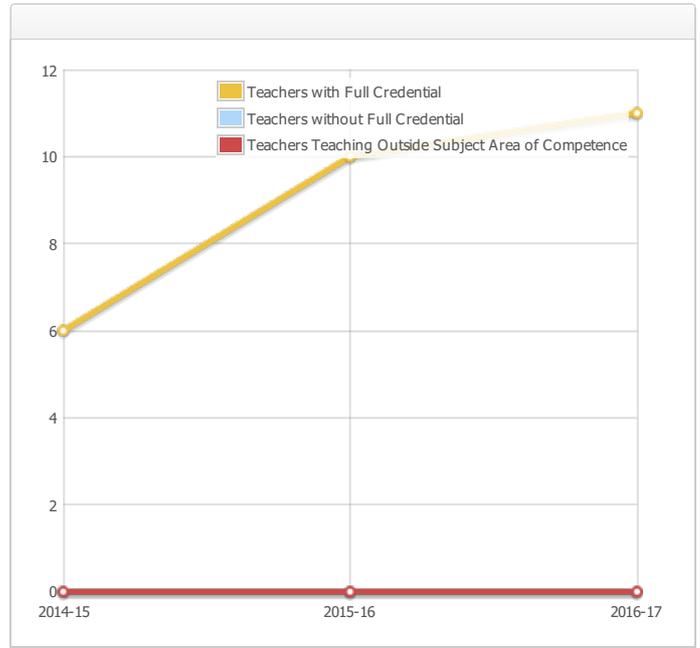
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

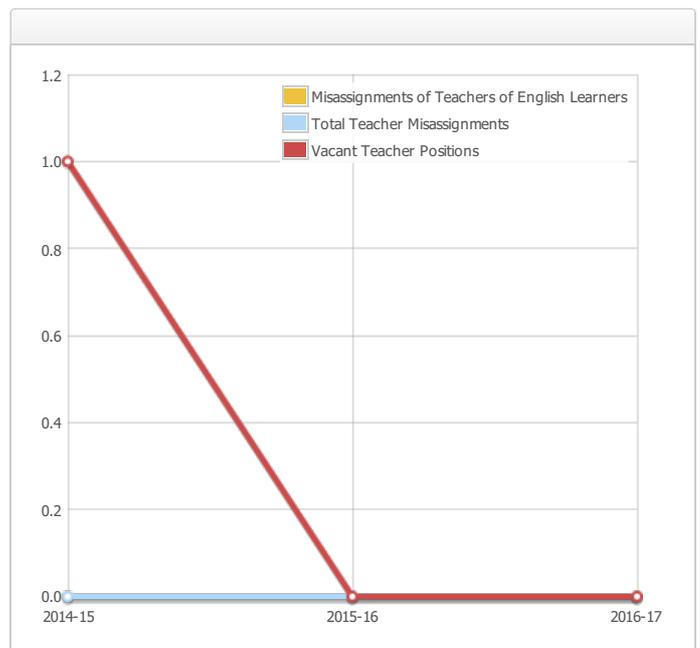
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	10	11	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/12/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/12/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/12/2017

School Facility Conditions and Planned Improvements

The campus is cleaned regularly by an on-site custodian throughout the school day. LAUSD custodians take care of cleaning and maintaining the facility. No other improvement is planned.

Last updated: 1/12/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	18.0%	42.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	5.0%	15.0%	25.0%	29.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	64	100.0%	42.2%
Male	35	35	100.0%	22.9%
Female	29	29	100.0%	65.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.0%	38.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.0%	40.7%
English Learners	15	15	100.0%	13.3%
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	67	98.5%	38.8%
Male	30	29	96.7%	44.8%
Female	38	38	100.0%	34.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	57	100.0%	35.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.0%	37.9%
English Learners	13	13	100.0%	--
Students with Disabilities	14	14	100.0%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	23	95.8%	47.8%
Male	15	14	93.3%	50.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.0%	35.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.5%	47.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	64	100.0%	18.8%
Male	35	35	100.0%	5.7%
Female	29	29	100.0%	34.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.0%	15.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.0%	17.0%
English Learners	15	15	100.0%	6.7%
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	66	98.5%	9.1%
Male	30	29	96.7%	6.9%
Female	37	37	100.0%	10.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	5.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.0%	8.6%
English Learners	13	13	100.0%	--
Students with Disabilities	14	14	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	23	95.8%	21.7%
Male	15	14	93.3%	28.6%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.0%	11.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.5%	19.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45.0%	15.0%	35.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	24	23	95.8%	34.8%
Male	15	14	93.3%	42.9%
Female	--	--	--	--
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.0%	17.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	22	21	95.5%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	3.0%	36.4%	59.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are committed to engaging parents as partners in their children's education. We work with parents to challenge and encourage our students to exceed expectations and always have support available. MSA-5 teachers often meet with parents for conferences and respond promptly to their e-mails and voice messages. Our unique school information system provides parents with confidential access to student records. The school website and the school newsletter keep our parents updated with news and events about the school and call for involvement in school events. We have a Parent Task Force (PTF) that meets regularly. Either directly or through the PTF, parents can help the school by volunteering in projects such as fundraisers, special events, field trips, campus beautification, the school site committee, and more.

State Priority: Pupil Engagement

Last updated: 1/13/2017

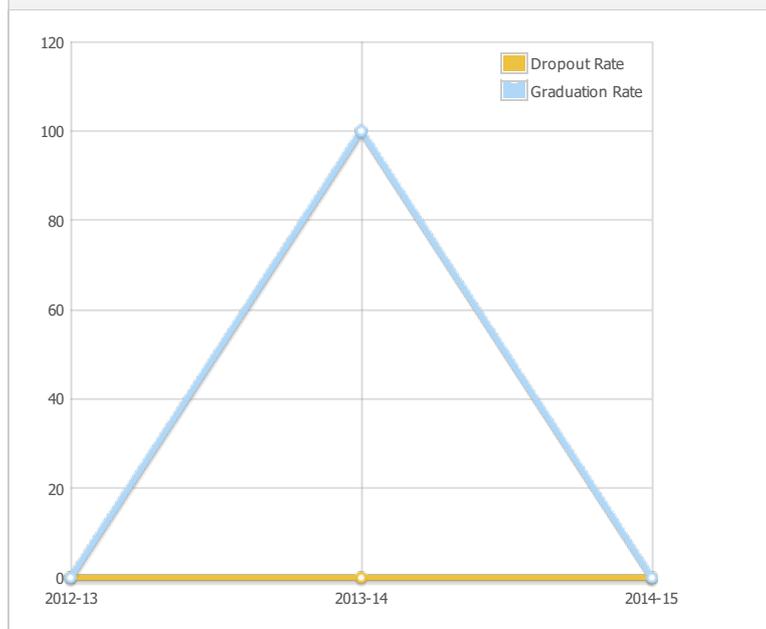
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	17.4%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	100.00	0.00	68.10	70.20	72.20			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



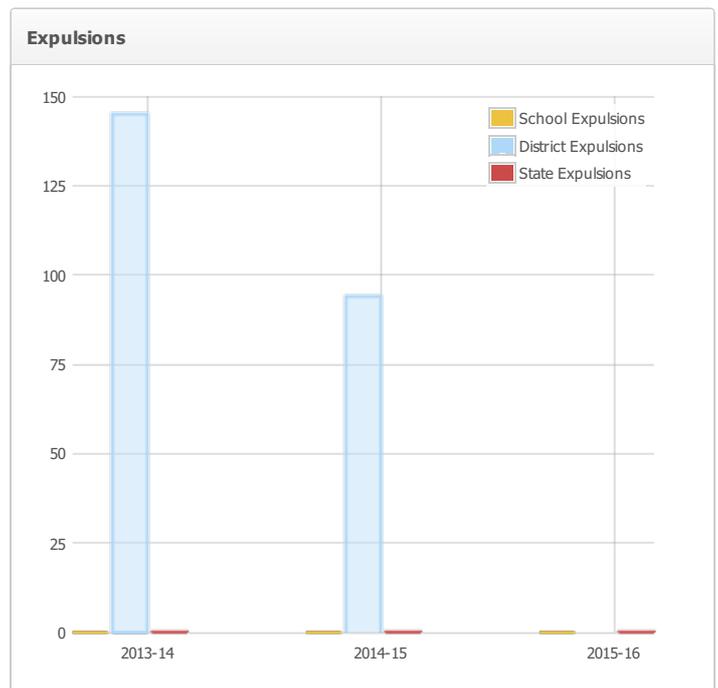
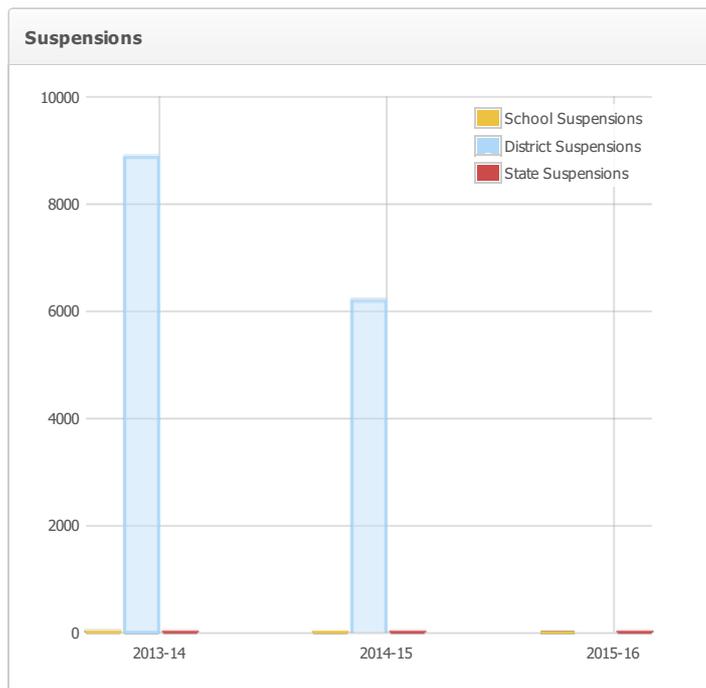
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.0	2.0	0.0	8864.0	6184.0		4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	145.0	94.0		0.1	0.1	0.1



Last updated: 1/13/2017

School Safety Plan (School Year 2016-17)

Magnolia Science Academy-5 conducts monthly fire, earthquake and other mandated drills including lock down drills. Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294-35297. Our campus is a very safe and welcoming school for our students, parents and staff. We are building school culture by establishing and following up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with sound structure. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment.

At Magnolia, we believe the safety of our students is crucial for their education. The students are constantly supervised, from the time they come to school until they leave, including the nutrition and lunch breaks. We have a uniform policy and also offer after-school programs until 6:00 P.M.

All students at MSA-5 have the right to feel safe at school, not threatened by anybody or anything. To this purpose, our school policies and procedures, detailed in our student handbook, are designed to provide a safe and friendly learning environment. A structured discipline policy has been established and enforced to provide such an environment.

Last updated: 1/13/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 5
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/13/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0		0
6	24.0	1	5	0	23.0	7	15	0	21.0	1	2	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/13/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	9	10	0	17.0	2	0	0	20.0	3	1	0
Mathematics	22.0	11	16	0	0.0	0	0	0	20.0	3	1	0
Science	22.0	5	6	0	17.0	2	0	0	20.0	3	1	0
Social Science	20.0	5	6	0	17.0	2	0	0	20.0	3	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	\$1971.0	\$8408.0	\$45196.0
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/13/2017

Types of Services Funded (Fiscal Year 2015-16)**Title I**

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

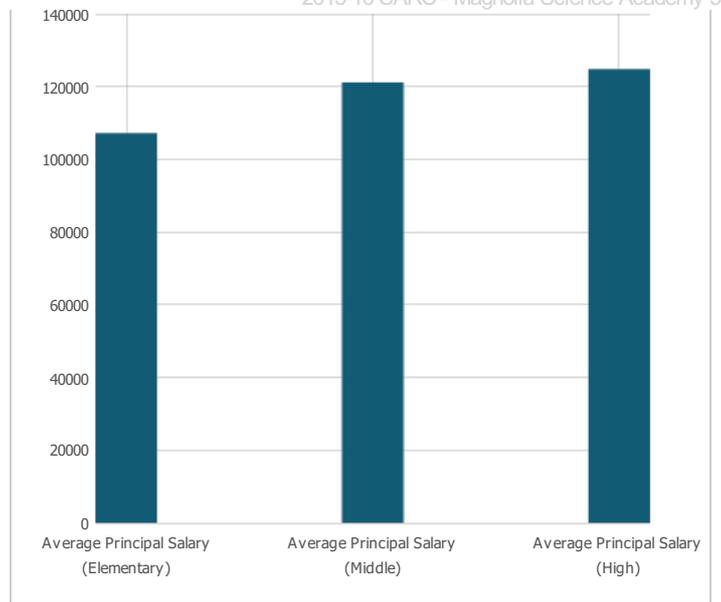
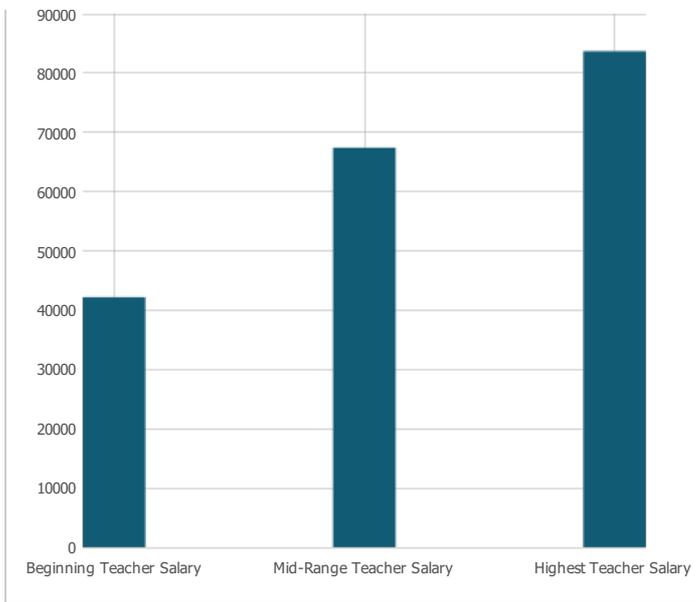
Last updated: 1/13/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart**Principal Salary Chart**



Last updated: 1/13/2017

Professional Development

The following is a description of the school-wide staff development and professional development that takes place at MSA-5;

1. Administrative Meetings: The Principal, Dean of Academics and Dean of Students meet at least weekly in the morning to discuss school wide issues: Attendance, enrollment, school safety, upcoming student activities, and to finalize any future programs/activities, communication with students/parents, upcoming staff/professional development. Our Resource Teacher also participates in meetings during the discussion that pertains to our Special Education students.

2. Staff Meetings: All MSA-5 staff/faculty attend weekly staff meeting that takes place on minimum days (Tuesdays). These meetings are led by the school's leadership and discussion topics include: student achievement, special education, english language development, discipline/behavior, counseling, school safety, trainings, and to address issues about our students from the staff.

3. Department Chair Meetings: Our department chairpersons meet monthly, the week prior to the next departmental meeting since they develop and finalize the agenda.

4. Department Staff Development: All MSA-5 teachers attend biweekly department staff development meetings where discussion and collaboration take place on the following issues:

- Use of Effective Pedagogical Strategies: Inquiry Approach, Differentiated Instruction, Response to Intervention (RTI)
- How to vertically align course curriculum
- Analysis of Student Achievement Data (MAP, STAR/CST, CELDT, etc.)
- Preparation for WASC Accreditation
- Share time: Presentation by a faculty member on an effective classroom strategy
- Department Events: Planning & upcoming
- Department issues and policies

Last updated: 1/13/2017

Magnolia Science Academy 6

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



John Terzi, Principal

Principal, Magnolia Science Academy 6

About Our School

Dear Parents,

As the principal of Magnolia Science Academy-6, I believe that we, at MSA-6, can offer a quality of learning that will help students achieve their educational goals. But we seek to do more than just achieve good grades; we aspire to broaden the minds of our students and open their eyes to understanding and tolerance in this world. That's why we are organizing and having instructive and fun events like a Science fair, a History fair, a Spanish fair, an Art contest and a career fair. We would like to include all our students and parents for these events and want them to be proactive.

MSA-6 is operated by the Magnolia Public Schools (MPS), a non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. With this vision, MPS opened MSA-6 in the fall of 2009.

I would like to thank to all our parents, students and teachers who are just like a family here. Their support and dedication is very much appreciated!

Thank you,

John G. Terzi

MSA-6 Principal

jterzi@magnoliapublicschools.org

Contact

Magnolia Science Academy 6
3754 Dunn Dr.
Los Angeles, CA 90034-5805

Phone: 310-842-8555

E-mail: jterzi@magnoliapublicschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Magnolia Science Academy 6
Street	3754 Dunn Dr.
City, State, Zip	Los Angeles, Ca, 90034-5805
Phone Number	310-842-8555
Principal	John Terzi, Principal
E-mail Address	jterzi@magnoliapublicschools.org
Web Site	http://msa6.magnoliapublicschools.org/
County-District-School (CDS) Code	19647330117648

Last updated: 1/19/2017

School Description and Mission Statement (School Year 2016-17)

Magnolia Science Academy-6 (MSA-6) is a charter school for grades 6–8 with a mission to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA-6 offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by tutoring, after-school programs, and school-to-university links.

MSA-6 creates a supportive and caring environment with small classes and strong student-parent-teacher communication and improves students' knowledge and skills in core subjects, thereby increasing their objective and critical thinking skills as well as their chances of success in higher education and beyond. MSA-6 provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfills the intent of the California Charter Schools Act.

INNOVATION

Students have the freedom to choose how and what they learn.

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

CONNECTION

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

EXCELLENCE

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

MSA-6 is primarily designed to meet the needs of the students in the Los Angeles Unified School District (LAUSD) and operates as a site-based school. In its 8 years of operation, MSA-6 has achieved an increasing trend of academic success and demonstrated organizational and financial stability.

Achievements and Accomplishments for MSA 6:

1. Certificate of Commendation for Academics: MSA-6 has always met CA State goal (800) for state testing and maintained an API score of 817 and higher. Also, MSA-6 surpassed LAUSD's API average which is 749. MSA-6 has received "the certificate of commendation" from LAUSD due to its high API in 2012.

API SCORES: 2010 API: 842, 2011 API: 817, 2012 API: 845, 2013 API: 828

2. STEM Competitions:

MSA-6 LEGO Robotics team (Magno tigers) has been participating in local and global competitions. Here is a list of the awards our students have received:

LA Regional First Lego League (FLL)

2010 – 2nd place for Teamwork Category

2012 – Honorable Mention for Project Design

2013 – 3rd place for Core values

2014 – 1st place for Project ideas

2015 - 1st place for Robot design

2016 - 2nd place for Robot performance

*** Senator Holly Mitchell has invited our lego team and recognized them with the certificates on December 16th, 2014.

LA County Science Fair

2012 – 3rd place, Applied Chemistry

2013 – Honorable mention

2014 – 2 students received Honorable mention

2014 - \$1000.00 award Marilyn Jorgensen Reece Award from The Professional Engineers in California Government, Branch of CALTRANS

2015 - 3 students won 3rd place (Engineering and Physics)

2016 - 2 students got 1st place (Engineering)

Magnolia Public Schools (MPS) Science Fair

2011 – 1st place, Physics and 3rd place, Biology

2012 2nd place, Biology

3. Art Competitions:

MSA-6 offers Art class as an elective course and our students attend local art competitions.

Here is a list of the awards our students have received:

2012: 2nd and 3rd place LA County Art Fair

2014: 1st place Mural contest for Senator Holly Mitchell

4. MSA-6 Athletics:

The Athletic Department, which is comprised of different sports teams, has been instrumental in involving students with after school activities. Students both on and off the teams have increased school spirit and have developed a sense of camaraderie. Student-Athletes are held accountable with weekly grade reports and a code of conduct. All student-athletes must maintain at least a 2.0 GPA and a positive Cool SIS standing.

Our sports teams have won several awards and recognitions, including:

West LA Charter School League

2010 Girls Volleyball team – 1st place

2011 Girls Volleyball team – 2nd place

2011 Boys Basketball - 1st place

Magnolia Public Schools Tournament

2011 Boys Basketball - 2nd place

2012 Girls Volleyball - 2nd place

2012 Boys Basketball - 2nd place

2012 Girls Volleyball - 3rd place

2013 Girls Volleyball - 3rd place

2014 Girls Volleyball – 1st place

5. College-Going Culture:

MSA-6 has created and exudes a school wide "College-Going Culture" through our SLO's, rigorous academic curriculum, and field trips to colleges/universities. MSA-6 collaborates with local universities such as UCLA and USC. UCLA and USC students have helped with our Science department for STEM Expo, science fair and science classes.

6. Low Suspension Rates:

MSA-6 provides a safe and nurturing environment for its students conducive to learning with low suspension rates.

7. Annual Book/History/Spanish/Science fairs:

MSA-6 has implemented annual school-wide science and history fairs where every student has created a project.

8. Parent Involvement:

Since opening in 2009, MSA-6 parents have formed a strong parent group (Parent Task Force) that is involved in the decision making process of the school, which includes; safety, academics, fundraising, events (Multicultural Food Festival), school culture and more...

9. Student Council:

MSA-6 has created a Student Council to strengthen our school culture and student involvement. This promotes a sense of ownership and pride in the school. Student Council club suggests fundraising activities, fun activities and school spirit week such as college day, jersey day, twin day etc.

10. MyON Program:

MSA-6 has adopted the MyON program (<https://www.myon.com/>) and students have shown significant gains in reading comprehension skills.

11.Special Education:

We currently have a push-in resource model where co-teaching is occurring and a pull out resource model. We have one resource teacher who is the student's case manager. Our students receive various services such as speech, counseling, adapted physical education, audiology services, PT and OT from outside providers.

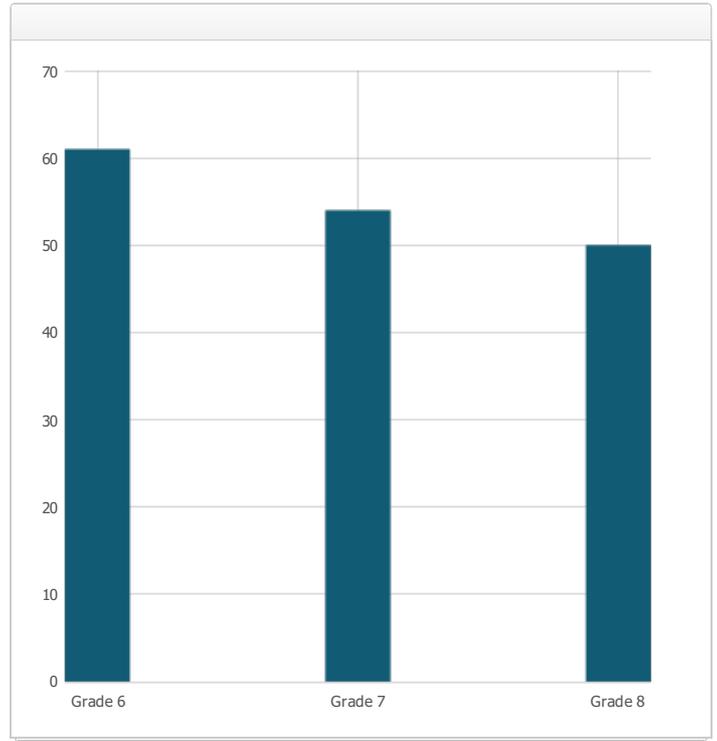
MSA-6 has expanded our Special Ed population in order to better serve the community.

*** For more information on Magnolia Public Schools and Magnolia Science Academy-6 please visit www.magnoliapublicschools.org and www.msa6.magnoliapublicschools.org

Last updated: 1/19/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	61
Grade 7	54
Grade 8	50
Total Enrollment	165



Last updated: 1/19/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	10.3 %
American Indian or Alaska Native	0.0 %
Asian	0.6 %
Filipino	0.0 %
Hispanic or Latino	85.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	3.0 %
Two or More Races	0.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.8 %
English Learners	15.2 %
Students with Disabilities	16.4 %
Foster Youth	0.0 %

Last updated: 1/13/2017

A. Conditions of Learning

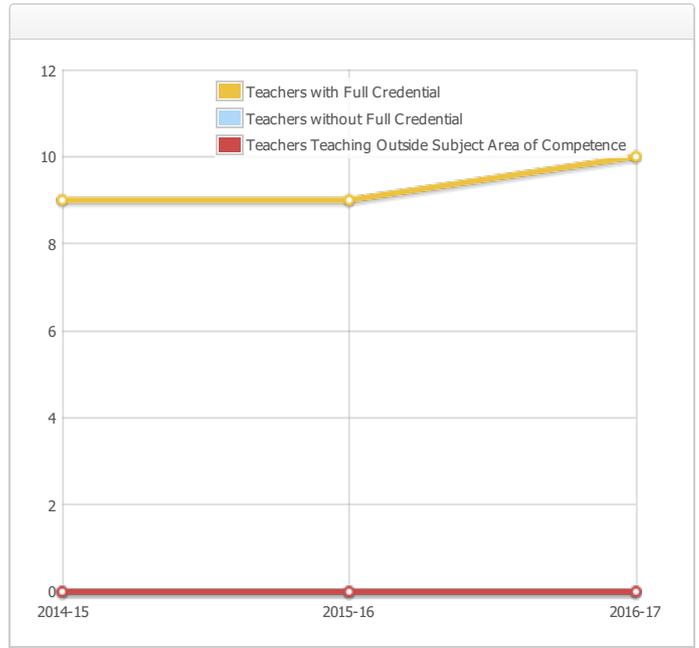
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

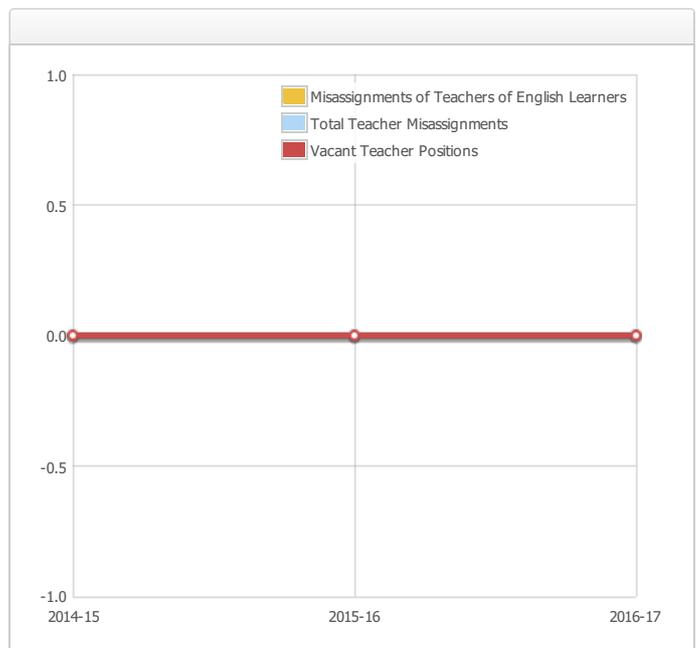
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	9	9	10	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/13/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/13/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/13/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill English for 6th-7th-8th grades	Yes	0.0 %
Mathematics	McGraw Hill Math for 6th-7th-8th grades	Yes	0.0 %
Science	Glenco Science for 6th-7th-8th grades	Yes	0.0 %
History-Social Science	McGraw Hill History for 6th-7th-8th grades	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/13/2017

School Facility Conditions and Planned Improvements

1. At our school, we have 3 to 4 teachers out on duty to ensure safety for the kids.
2. At our school we have monthly drills like fire, earthquake or lockdown. Every year we have 4 fire drills, 4 earthquake drills and 2 lockdown drills.
3. At the beginning of 2016-17 school year, we replaced our security cameras and installed high definition surveillance cameras for students' safety.
4. School facilities are in good shape. Room 5 and 6 are a little cold and two heaters were provided by the administration for the students. This has been brought up to the attention of the site manager to have a regular heater for these rooms.
5. At the beginning of 2016-17 school year, we purchased intercom system for our front door and increased visitor monitoring.
6. Over the summer break of 2015-16, a fresh coat of paint was added to the exterior walls.
7. Painting of the lunch benches were done in 2016 summer.
8. Our Parent Task Force (PTF) raises money for facility improvement and organizes campus beautification days every year.
9. School cleanliness is enforced to the students as well as to the staff. There is also a part time custodian who cleans the classrooms and the campus every day.

Last updated: 1/13/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 1/13/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	44.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	27.0%	25.0%	25.0%	29.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

ELA - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100.0%	38.1%
Male	37	37	100.0%	29.7%
Female	26	26	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	59	100.0%	37.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.0%	37.7%
English Learners	--	--	--	--
Students with Disabilities	15	15	100.0%	13.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	58	100.0%	43.1%
Male	37	37	100.0%	32.4%
Female	21	21	100.0%	61.9%
Black or African American	11	11	100.0%	27.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	45	100.0%	44.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.0%	46.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	52	100.0%	50.0%
Male	27	27	100.0%	51.9%
Female	25	25	100.0%	48.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.0%	45.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100.0%	22.2%
Male	37	37	100.0%	21.6%
Female	26	26	100.0%	23.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	59	100.0%	22.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.0%	21.3%
English Learners	--	--	--	--
Students with Disabilities	15	15	100.0%	20.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	58	100.0%	25.9%
Male	37	37	100.0%	16.2%
Female	21	21	100.0%	42.9%
Black or African American	11	11	100.0%	18.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	45	100.0%	24.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.0%	26.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	52	100.0%	28.9%
Male	27	27	100.0%	29.6%
Female	25	25	100.0%	28.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	27.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.0%	27.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	75.0%	82.0%	77.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	52	52	100.0%	76.9%
Male	27	27	100.0%	88.9%
Female	25	25	100.0%	64.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	40	40	100.0%	72.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	44	44	100.0%	75.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

Career Technical Education Programs (School Year 2015-16)

We don't have CTE program at the moment but what we do have is a Life Skills Program.

Life Skills program at MPS schools contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support MPS' effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.1%	21.1%	15.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

PARENTAL INVOLVEMENT

1. Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. MSA-6 believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-6 will work with parents to make them aware of the importance of their involvement in their children's education through some combination of the following activities:

Parent education groups where parents will learn the importance of their involvement in their child's education.

Individualized student and parent advisory sessions: Each of our teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.

One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

2. Student-Teacher Status Portal

MSA-6 uses Cool SIS which is an online web portal currently being used at all MPS schools. The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

3. Parent Representation

Magnolia Public Schools (MPS) strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-6. By having representative(s) on the MPS Board and the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parental involvement include:

The Parent/Guardian Club will meet regularly and advise the SSC.

Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.

Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-6.

There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend field trips. It is not required, but expected, that parents will contribute a minimum of 10 hours per year to the school.

Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student.

Parents will have the opportunity to attend periodic events for teambuilding, presentation of the latest school news, and recognition of parent contributions to the school community.

State Priority: Pupil Engagement

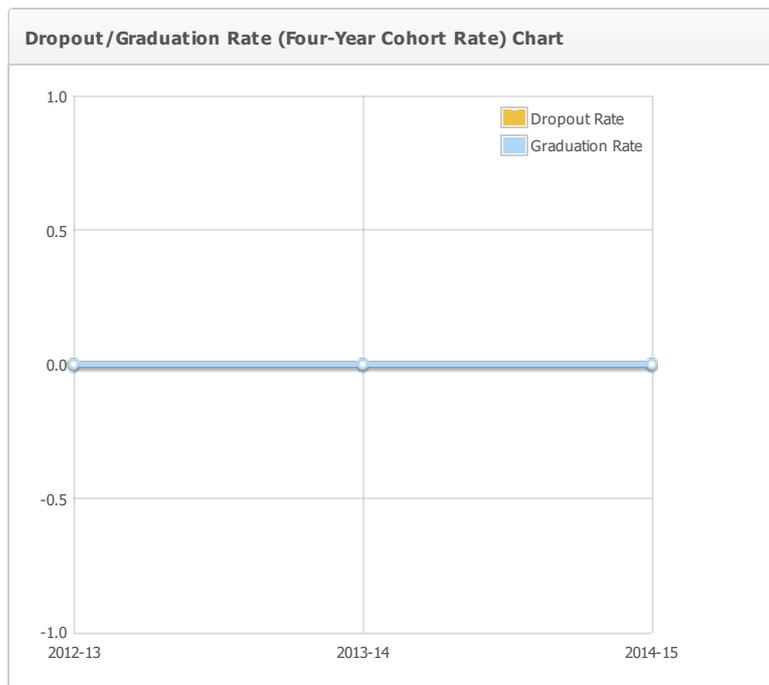
Last updated: 1/13/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	68.10	70.20	72.20			



Last updated: 1/13/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	86	85
Black or African American	--	82	77
American Indian or Alaska Native	--	80	75
Asian	--	90	99
Filipino	--	91	97
Hispanic or Latino	--	86	84
Native Hawaiian or Pacific Islander	--	86	85
White	--	88	87
Two or More Races	--	93	91
Socioeconomically Disadvantaged	--	86	77
English Learners	--	39	51
Students with Disabilities	--	57	68
Foster Youth	--	--	--

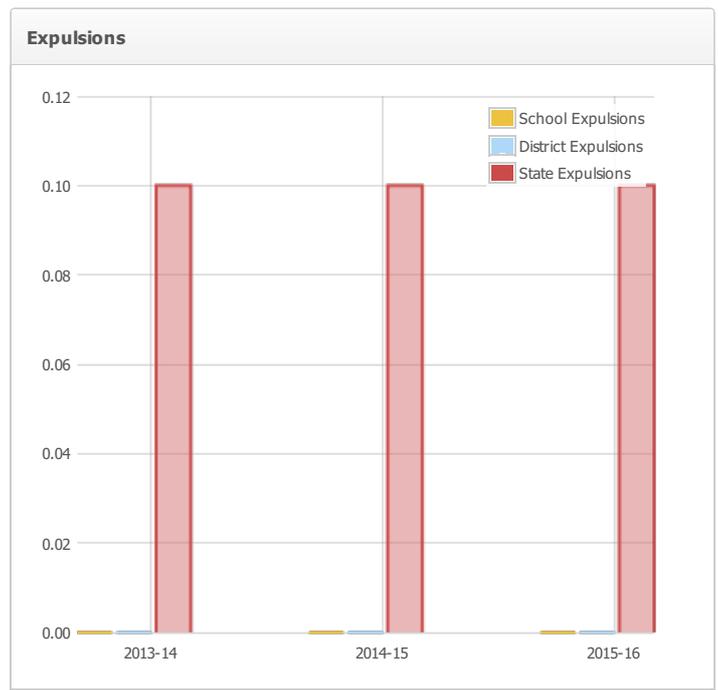
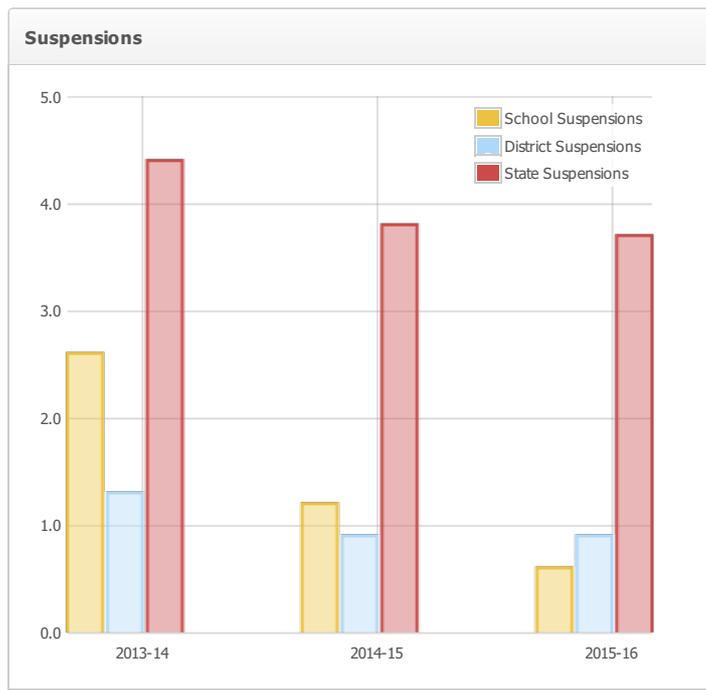
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.6	1.2	0.6	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/13/2017

School Safety Plan (School Year 2016-17)

SAFETY PLAN

Statement of Purpose

Magnolia Science Academy-6 mission is to provide all students with the opportunity to engage in an enriched educational experience. A comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- v Protect the safety and welfare of students and staff.
- v Provide for a safe and coordinated response to emergency situations.
- v Protect the school's facilities and property.

v In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.

v Provide for coordination between the school and local emergency services when necessary.

This Safety Plan consists of the following Sections:

I. Staffing

II. General Policies and Procedures for Handling Safety and Specific Emergency Situations

III. Drugs, Alcohol and Tobacco

IV. Child Abuse Reporting

V. Campus "Coming and Going"

VI. Harassment Policy-Appendix A

VII. Disciplinary, Suspension & Expulsion Policy-Appendix B

VIII. Incident Report-Appendix C

This plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school.

I. Staffing

A. Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

1. Review of this Plan and any other emergency policies and procedures;
2. Review of an employee's role during an emergency;
3. Knowledge of how to conduct and evaluate required drills;
4. Familiarity with the layout of buildings, grounds and all emergency procedures;
5. Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
6. Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

B. Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;

Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;

Update the contents of classroom emergency kit and keep it in a safe, accessible location;

Participate fully in fire, earthquake and evacuation drills;

Have planned activities for students for use during periods of confinement during an emergency situation.

The School Principal, or his/her designee, is responsible for the following:

Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;

Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;

Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;

Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;

Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;

Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;

Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;

Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;

Maintain a list of emergency phone numbers in a readily accessible location.

C. Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility

impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

D. Emergency On-Site Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

E. Notification List

In the event of an emergency or safety risk, the following personnel will be notified as appropriate:

Personnel Emergency Telephone Number List:

Home #310-842-8555

Mobile # 310-570-8676

School Principal

Dir. of Building & Grounds

Emergency or Safety Designee :

Teachers with CPR or First Aid (list by name): Mr. Terzi, Mr.Choe, Mr. Azari, Mrs. Coustaut, Ms. Babaie, Ms. Hernandez, Mr. Kim, Mrs. Mendez, Ms. Yee and Ms. Mulvihill.

Outside Emergency Telephone Number List:

Telephone #

Police Dept. 911

Ambulance 911

Sheriff's Dept: 911

Fire Dept: 911

Hazardous Materials: 911

Others:

II. General Policies and Procedures for Handling Safety and Specific Emergency Situations:

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;

2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

A. Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

Fire:

In the case of a school fire, the following procedures should be implemented:

Sound building fire alarm.

Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:

School name and phone number.

Building address, including nearest cross street(s).

Exact location of the fire within the building.

Have students and staff evacuate the building in accordance with established procedures.

Evacuate to outdoor assembly area.

All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.

Clear access routes for emergency vehicles. Remain at a safe distance from the

fire and away from fire fighting equipment.

Render first aid as necessary.

Check attendance. Remain with students.

Medical Emergency:

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.

Provide the following information:

School name and phone number.

Building address, including nearest cross street(s).

Exact location within the building.

Your name and phone number.

Nature of the emergency.

Do not hang up until advised to do so by dispatcher.

Notify the school office that an individual has been injured and an ambulance has been called.

Ask someone to dispatch a first aid/CPR trained employee to the victim.

Stay calm. Keep victim warm with a coat or blanket.

Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.

Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes:

Earthquakes strike without warning and the major shock is usually followed by numerous after shocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.

After shaking stops, check for injuries, and render first aid.

If ordered by School Principal, or his/her designee, evacuate.

Do not return to building.

Do not light any fires.

Keep a safe distance from any downed power lines.

Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.

Stay alert for aftershocks.

Beware that shaking may activate fire alarm or sprinkler systems.

Elevators and stairways will need to be inspected for damage before they can be used.

School principal, or his/her designee, will issue further instructions.

Assaults:

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

Dial 911.

Seek first aid or medical attention, if indicated.

Have photographs taken of any injuries.

Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.

Obtain names and telephone numbers of any witnesses.

Draft incident report and submit it to the School Principal, or his/her designee.

School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials:

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.

If a more serious spill occurs inside or outside:

Call 911.

Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.

Provide the following:

School name.

Building address, including nearest cross street(s).

Your name and phone number.

Location of the spill and/or materials released.

Characteristics of spill (colors, smells, visible gases).

Name of substance, if known.

Injuries, if any.

Notify buildings and grounds personnel.

Close all windows and doors if the spill is outside.

Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.

Remain inside building unless ordered to evacuate by the Fire Department.

Fire Department will advise of further actions to be taken.

Do not eat or drink anything or apply cosmetics.

If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.

The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance:

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

Notify local law enforcement authorities-Dial 911.

If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.

Do not argue with participant(s).

Have all students and employees leave the immediate area of disturbance.

If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.

If the disturbance is inside the building, follow procedures for evacuation of the school site.

Follow further instructions as police officials and other local law enforcement authorities issue them.

Draft incident report for School Principal, or his/her designee.

Vandalism:

The following procedures should be used in the case of school vandalism:

1. Notify school principal, or his/her designee.

2. Notify building and ground maintenance personnel.

3. The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.

4. If possible, identify the parties involved.

5. Interview witnesses and obtain written statements.

6. Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.

7. Notify parents or legal guardian.

8. Determine what disciplinary measures are appropriate (in-house or police involvement).

9. Determine any monetary restitution issues and amounts.

Utility or Power Failure:

The following procedures should be used in case of utility or power failure:

1. Staff and students should remain in classroom until further instruction.

2. Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.

3. Staff and students outside of a classroom at the time of the incident should report to main office.

4. Building and grounds personnel report to utility company if necessary.

5. If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.

6. Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat:

Person receiving call:

Listen- Do not interrupt caller.

If possible, alert other staff by a pre-arranged signal while the caller is on the line.

In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.

Attempt to ask questions and elicit the information required to determine the severity of the threat.

Notify School Principal, or his/her designee, immediately.

The School Principal, or his/her designee will:

Notify Police Department – Dial 911.

With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:

Classrooms and work areas.

Public areas - foyers, office bathrooms and stairwells.

Lockers and unlocked closets.

Exterior areas - shrubbery, trashcans, debris boxes, gas valves, etc.

Power sources - electric panels, telephone panels, computer rooms, etc.

With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.

If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.

An incident report should be drafted before the end of the workweek.

Explosion:

If an explosion occurs at the school, the following procedures should be used:

Give DROP AND COVER command.

Sound building fire alarm. This will automatically implement action to leave the building.

Notify Fire Department – Dial 911.

Provide the following information:

School name.

Building address, including nearest cross street(s).

Exact location within the building.

Your name and phone number.

Evacuate to outdoor assembly area.

Check attendance. Remain with students.

Render first aid as necessary.

Notify grounds and building personnel.

Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.

Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.

Draft incident report by the end of the week.

Fighting or Riot:

School staff should follow these guidelines when a fight occurs:

1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. Obtain help from other teachers if at all possible.
4. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
5. Call out the names of the involved students (if known) and let them know they have been identified.
6. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
7. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
8. Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

Staff should follow these guidelines when a riot occurs:

1. The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
4. Activate needed emergency plans, which may include:
 - a. Instructing office staff to handle communications and initiate lockdown orders.
 - b. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - c. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - d. Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - e. Brief a representative to meet the media.
 - f. Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation:

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

1. Stay calm.
2. Don't be a hero.
3. Follow instructions of captor.
4. Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
5. Inform captors of medical or other needs.
6. Be prepared to wait; elapsed time is a good sign.
7. Don't try to escape; don't try to resolve situation by force.
8. Be observant and remember everything that is seen or heard.
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

The School Principal, or his/her designee, should be responsible for the following:

1. Immediately notify law enforcement.
2. Move other students and teachers completely away from those who are in the hostage situation.
3. Keep everyone as calm as possible.
4. Be prepared to answer questions from media or family.

Death of a Student:

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.

6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon:

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the student or gunman.
2. Notify the School Principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
3. Determine the level of threat. If the level of threat is high, call for additional backup.
4. Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
5. If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

B. Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The Principal or his /her designee should:

Notify the school district office, county official or designee.

Notify local law enforcement authorities.

Notify school transportation support.

Note the special needs of students or staff.

Direct clerical staff to take schools master enrollment list.

Direct school nurse or designee to prepare emergency medications to be transported.

Direct all personnel to leave the building and secure the building.

Notify students' parents or legal guardians as situation permits.

School staff should:

Plan to evacuate his/her class and ride the bus or walk as situation dictates.

Take a copy of class enrollment list.

Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.

Notify Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

Notify school nurse or local medical personnel of any medical emergencies.

Consider how students will be fed and restroom needs met.

Activate crisis intervention team to deal with any emotional trauma.

Provide area and materials for parents who may arrive to pick up students.

Provide an area for non-school community evacuees.

C. Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site.

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

D. Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation

in case of an emergency. The School Principal, or his/her designee, will specify the date and time of fire drills.

Fire drills will be conducted on a monthly basis. Earthquake "drop and cover" drills will be conducted once per quarter. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

E. Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

Classroom

Corridors

Laboratory/Shop

Cafeteria/Auditorium
(use for all assembly areas)

Kitchen

Office

Teacher's Workroom and Employee Lounge

Toilet

Custodial

Boiler Room

Storage Room (also use for File Rooms)

Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and

may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

F. Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

G. Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed.

At the beginning of each school year, each classroom will receive a classroom safety kit.

Suggested items in case of an emergency:

Blankets

Matches

Pillows

Bottled Water

Flashlights

Paper Towels

Batteries

Wet wipes

Radio (battery operated)

Sheets

Candles

Suggested first aid items:

Hydrogen Peroxide

Iodine

Alcohol

Assorted Band Aids

Gauze

Sterile Water (for burns)

Tape

Scissors

Tweezers

Bandages

Instant Ice Packs

Ace Bandages

Package of Sewing Needles

Slings

Anti-bacterial salve

Steri-strips or butterfly stitches

Disposable gloves

Face masks

CPR (disposable mouthpieces)

Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

H. School Safety Management Team

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

I. Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

Develop a written statement for dissemination.

Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.

Appoint a spokesperson (usually the principal).

Keep the staff informed through one person.

Be proactive with the media.

Contact the media before they contact the school.

Set geographic and time limits.

Explain restrictions.

Hold the press accountable.

Create positive relations with the media before an emergency crisis occurs.

Stress positive actions taken by the school.

Announce new changes made after the incident has passed.

III. Drugs, Alcohol and Tobacco

The use or possession of drugs, alcohol or tobacco are strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

1. Identify the parties involved.
2. Notify the School Principal or his/her designee immediately.
3. Follow-up with a written incident report, including any witness statements.

The School Principal, or his/her designee, should do the following:

1. Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
2. Isolate the parties involved for interview/investigation.
3. Notify parent or legal guardian.
4. Obtain witness statements and document in a written incident report.
5. Determine disciplinary consequences. See School Disciplinary, Suspension & Expulsion Policy.
6. Determine what intervention or follow-up procedures are necessary including counseling.

IV. Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the school's Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of the School are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

V. Campus "Coming and Going"

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

Always report and sign in at the office.

Be provided with a visitor's badge.

Be prepared to provide identification to school personnel.

Respect school rules.

School personnel should:

Insure all exterior doors are marked with a notice to visitors to first report to the office.

Exterior doors should remain locked, except doors near the office area.

Staff should receive training on how to greet visitors. The first question is "May I help you?"

Someone should greet every visitor.

Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

If this fails:

Notify the office of the situation.

Follow the person, if possible, and continue to give notice of the violation of school rules.

Police should be notified, or call 911.

Office should activate building-wide notification plan concerning intruder:

PA announcement using pre-determined code phrase.

Classroom doors should be closed.

Students should remain in current areas.

VI. Notifying Teachers of Dangerous Pupils

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec.48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

2. Any information received by a teacher pursuant to this Section

shall be received in confidence for the limited purpose for which it

was provided and shall not be further disseminated by the teacher.

VII. Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

Verbal Threats

Threatening Behavior

Hazing

Intimidation

Gang Behavior

Fights

Policies for dealing with harassment and discrimination are described in the Harassment and Discrimination Policy.

If harassment or discrimination occurs, school staff should:

Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff.
Where a threat of serious bodily injury and/or weapons are involved, call 911.

Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.

Document the incident, including the names of witnesses and any statements.

Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See Harassment and Discrimination Policy; and Disciplinary, Suspension & Expulsion Policy.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardian and appropriate school personnel of incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

VIII. School Discipline

Discipline will be handled as set forth in the Student/Parent Handbook

Last updated: 1/13/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 5
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/13/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	0.0	0	0	0				
5	0.0	0	0	0	0.0	0	0	0				
6	28.0	0	28	0	23.0	0	16	0	30.0			
Other	0.0	0	0	0	0.0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/13/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	2	4	0	23.0	3	11	0	29.0			
Mathematics	17.0	9	6	0	28.0	0	4	0	29.0			
Science	26.0	0	3	0	27.0	0	4	0	29.0			
Social Science	26.0	0	3	0	27.0	0	4	0	29.0			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/13/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6886.0	\$1278.0	\$5608.0	\$45666.0
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/13/2017

Types of Services Funded (Fiscal Year 2015-16)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled. EIA LEP Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees. EIA State Comp Ed Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through the lowering of class size, professional development and support for students with at-risk behaviors.

Last updated: 1/13/2017

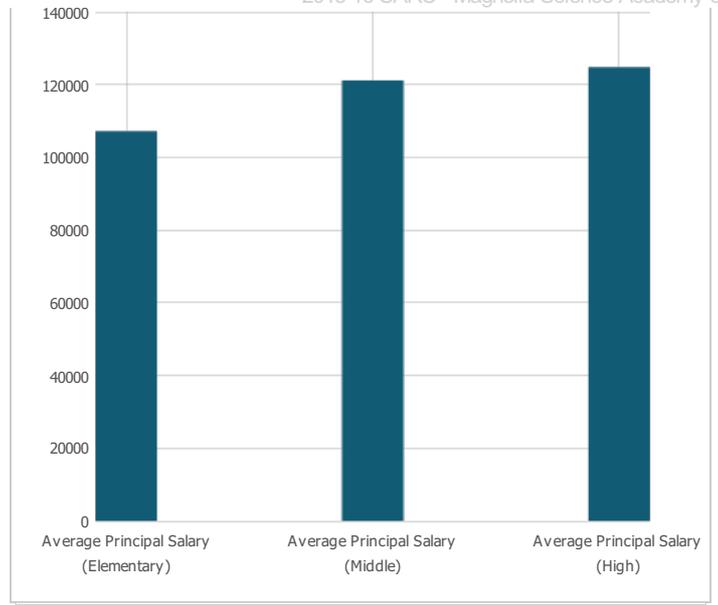
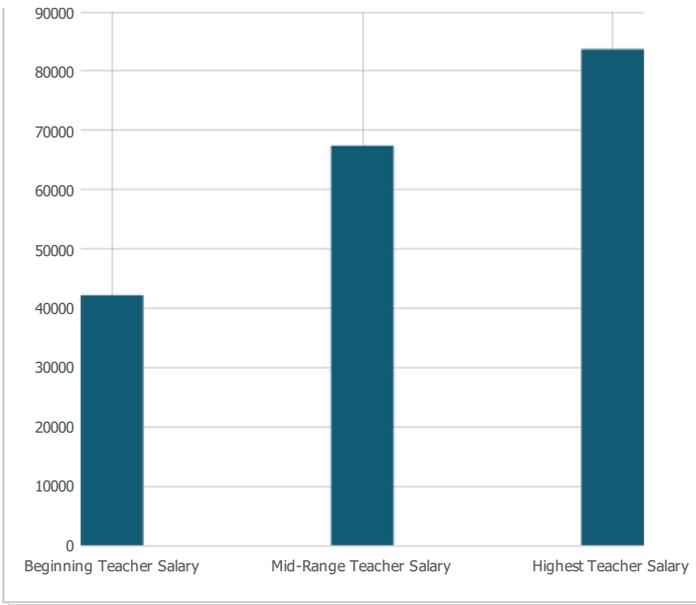
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/13/2017

Professional Development

Professional Development

1. Staff Development

In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-6 provides all staff with multiple opportunities to grow professionally. MSA-6 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan, MPS determines common staff development days, and tailors staff development to individual staff needs.

Professional development occurs at the MPS organizational level and within each school. Further, each school is organized into Professional Learning Communities (PLC) by grade level and by department.

2. Professional Learning Communities (PLC)

MSA-6 makes use of PLCs to:

Clarify intended outcomes

Develop common assessments

Jointly analyze student achievement data

Establish team improvement goals

Share best practices and materials

Engage in collective inquiry and action research regarding student learning

Support system and sense of efficacy

Promote more engaged, motivated, and successful students with reduced absenteeism

Focus on students' needs academically and behaviorally

PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans, the answers to the following questions are studied in PLCs:

How do we ensure that students learn?

How do we foster a culture of collaboration?

How do we ensure results?

As an implementation of the PLC at MSA-6, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff produces an annual reading list recommended by the PLCs. The following literature have recently been added to MSA-6 staff's reading list: "Failure Is Not An Option," "Classroom Management That Works," "How To Differentiate Instruction In Mixed-Ability Classrooms," and "Teach Like A Champion."

3. MPS Meetings

Principals Meeting

All MPS principals, executive staff, and consultants meet monthly to discuss various academic and operational accountability issues.

Academic Leaders Meeting

All MPS Deans/Academic Coordinators and executive staff meet monthly to monitor current academic programs, share best practices, and address issues or concerns that are specific to the school sites. These meetings allow MPS to determine its academic goals.

Discipline Coordinators Meeting

All MPS Dean/Discipline Coordinators and executive staff meet to discuss various school discipline issues including the school culture and the Get Ready for Life Program.

4. School-wide Meetings and Professional Development Activities

Administrative Meetings

The MSA-6 Principal, Dean of Academics, and Dean of Students meet weekly to act on general school issues including, academics, safety, attendance, overall communications, and student activities. Upcoming events are discussed and planned. The college advisor, resource teacher, and office manager participate as needed.

General Staff Meetings

MSA-6 staff meets every other week to discuss issues related to student discipline, academics, safety, counseling, etc. Presentations, trainings and discussions or concerns about current issues are discussed as time permits.

Department Chair Meetings

Department Chair meetings are held monthly. These meetings are held the week prior to the department meeting in order to review and complete the agenda.

Department Level Staff Meetings

All teachers meet departmentally every month to:

a. Share Time: Presentation by a member on an effective classroom strategy

b. Vertically align curriculum

c. Analyze student achievement data (MAP, SBAC, CELDT, etc.,)

d. Improve instructional strategies per data indicators

e. Differentiate instruction

f. Plan major departmental events

Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Chair Meetings

Grade Chair meetings are held monthly. These meetings should be held the week prior to the staff grade level meetings in order to review and complete the agenda for the grade level staff meeting.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

a. Classroom strategies

b. Sharing promising practices

c. Curricular and academic issues (grading uniformity, homework load, differentiation etc.,)

d. Support for students with academic challenges (IEP, 504, RTI, SSR, A.R., A.M., Tutoring)

e. Discussion of student academic supports (peer tutoring, mentorships, etc.,)

f. Long-term projects (science fair projects, English & history & math projects)

g. Integration/thematic units/horizontal alignment of the curriculum

h. Field trips

i. Discussions and strategies for students with behavioral problems

k. School/grade level wide incentive programs

l. Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap up Meetings

MSA-6 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, etc. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer in-service programs

MSA-6 also holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MPS believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs, administrative team (dean of academics, principal and chief academic officer). A rubric guides observation and allows for the development of constructive feedback. MPS' formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MPS administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

5. Beginning Teacher Support and Assessment Program (BTSA)

MPS provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

6. Scheduled Professional Development (with Approximate Dates)

a. National Charter Schools Conference: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS). (July of each year)

b. California Charter Schools Association (CCSA) Conference: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference. (March of each year)

c. Charter Schools Development Center (CSDC): Based on organizational need aligned with the schedule, selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute. (June of each year)

d. Magnolia Public Schools (MPS) professional development days: MPS Professional Development Days are held for a 3 full day for each school year. Issues such as student achievement data, differentiated instruction, intervention, SDAIE, and departmental collaboration among MPS teachers are discussed.

Other professional development programs that MSA-6 considers include:

a. College Board's Workshops and Seminars (typically in the summer)

- b. Association of Latino Administrators and Superintendents Conference (Summer Institute)
- c. National Council of Teachers of Mathematics Conference (April of each year)
- d. National Science Teachers Association Conference (March/April of each year)
- e. National Council of Teachers of English Conference (November of each year)
- f. California Council for History Education Conference (October of each year)
- g. California Science Teachers Association (CSTA) (October of each year)
- h. California Association of Mathematics Teacher Educators Conference (February of each year)

Additionally, professors and professional teacher trainers from area universities as well as other universities and institutions will be identified and invited to conduct professional development activities at MSA-6.

7. Common Core State Standards (CCSS) Transition: Professional Development

Timeline

1. Building Awareness (2011-12)
2. Examining Systems & Significant Shifts in Instruction (2012-13)
3. Aligning Curriculum, Instruction, & Assessment (2013-14)
4. Full Implementation (2014-15)

Topics

- 1- Building awareness of the CCSS shift and focus
 - a. Common Core Standards Shifts
 - b. State implementation plans
- 2- Anticipating challenges and preparing towards them
 - a. Teacher frictions
 - b. Textbook, Resources/budget
 - c. Assessment
 - d. Technology
- 3- Preparation: Gathering resources and tools

a. Establishing a team to oversee the transition

- Admin Team, Counselor, Math Dept., English Dept.

b. Awareness campaigns

- Students, Parents, Board and Community

4- Managing the change (transition to CCSS)

a. Timeline (Action, responsibilities, benchmarks, deadlines)

b. Establish the culture

c. Literacy instruction

d. Text complicity and informational text

e. Close reading and text based response

f. Writing across content area

g. Mathematics instruction

h. Student engagement and collaboration

i. Instructional time

j. Create and learn vs. "Sit and Get"

k. Professional Development

l. Assessment

5- Fixing related problems

6- Improving practices and results

Scheduled PD on CCSS (with Approximate Dates)

a. CCSA Conference (March of each year; CCSS sessions for teachers/administrators)

b. LA County Office of Education Workshops

8. Ongoing Professional Development Program for Special Education

MSA-6 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-6 has a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and attend a resource conference to hear from additional experts in the field of special education.

The professional training in special education includes:

- a. Laws and regulations aligned with the IDEA
- b. Implementation of modifications and accommodations
- c. State test requirements/options for students with disabilities
- d. Writing Individualized Education Programs (IEP)
- e. IEP meeting procedures
- f. Rights and responsibilities of parents, students, and teachers
- g. Section 504 plans

In addition to the August sessions, MPS conducts quarterly training sessions about special education.

Last updated: 1/13/2017

Magnolia Science Academy 7

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Fatih Metin, Principal

Principal, Magnolia Science Academy 7

About Our School

Dear MSA-7 Families,

Welcome to Magnolia Science Academy-7! I am glad to be the principal of a school where the administration and staff strive to provide a quality education for all students.

There are many exciting things happening this year. MSA-7 shifted its focus from STEM to STEAM by implementing the Arts while teaching Science, Technology, Engineering, and Math. We also increased our power by adding a full-time ELD coordinator whose main focus will be English Learners.

Additionally MSA-7 increased its efficiency with RtI Coordinator and School Site Culture Coordinator positions.

MSA-7 values partnerships with all stakeholders. We want you to become a part of what Magnolia Science Academy-7 has to offer our students and community. We are counting on you to become a partner with our school to provide the best education for all children in our community. Education is a partnership that cannot occur without the backing of every staff member, the involvement of every parent, and the dedication of every student. At MSA-7, we value our SSC, ELAC, and PTF committees. As a parent, being part of these committees and volunteering in other forms can increase your support for your school.

As we continue throughout the year, please watch for important flyers and newsletters which provide additional information and dates of important events.

I look forward to working with everyone to ensure that Magnolia Science Academy-7 is a place where children grow socially, emotionally, and academically in order to reach their maximum potential.

My best wishes for a productive and successful 2016 - 2017 school year.

Contact

Magnolia Science Academy 7
18355 Roscoe Blvd.
Northridge, CA 91325-4104

Phone: 818-886-0585
E-mail: fmetin@magnolapublicschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Magnolia Science Academy 7
Street	18355 Roscoe Blvd.
City, State, Zip	Northridge, Ca, 91325-4104
Phone Number	818-886-0585
Principal	Fatih Metin, Principal
E-mail Address	fmetin@magnoliapublicschools.org
Web Site	http://msa7.magnoliapublicschools.org/
County-District-School (CDS) Code	19647330117655

Last updated: 1/11/2017

School Description and Mission Statement (School Year 2016-17)

Magnolia Science Academy 7 is an independent charter school located in San Fernando Valley area. MSA 7 is a small sized school that serves about 300 students from Kindergarten to 5th grade. Our school applies a standard based core subject curriculum with an emphasis in Science, Math, Art and Technology.

Our mission is to serve our students by providing high-quality education with academic focus on math, science, art and technology that is rigorous, innovative, and challenging and to prepare our students to become responsible, educated citizens.

Computer integration is a unique component of MSA 7's curriculum. Our students have weekly computer class under the supervision of our classroom teachers to practice and review core subjects. While this helps students to learn their core subjects, it also allows them to master their computer skills.

We provide a challenging curriculum, a highly qualified staff, and a variety of learning opportunities such as after school program (ARC), after school clubs, field trips, tutoring, and more. MSA 7 is a member of Magnolia Public Schools family and collaborates with its sister schools and other educational organization to offer the best quality education to our students.

INNOVATION

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

CONNECTION

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

EXCELLENCE

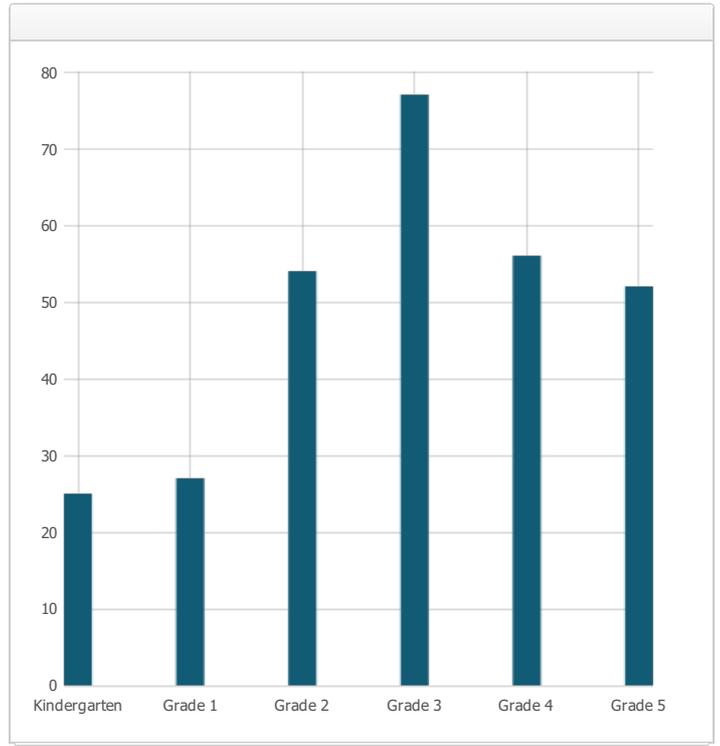
Academic Excellence

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

Last updated: 1/19/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	25
Grade 1	27
Grade 2	54
Grade 3	77
Grade 4	56
Grade 5	52
Total Enrollment	291



Last updated: 1/19/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.8 %
American Indian or Alaska Native	0.0 %
Asian	5.2 %
Filipino	3.4 %
Hispanic or Latino	66.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	18.9 %
Two or More Races	1.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	74.6 %
English Learners	31.6 %
Students with Disabilities	11.7 %
Foster Youth	0.0 %

Last updated: 1/12/2017

A. Conditions of Learning

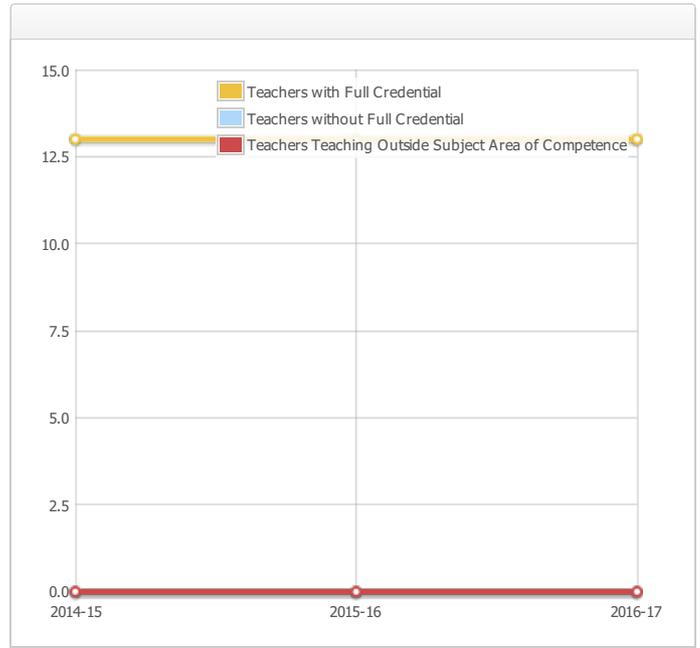
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

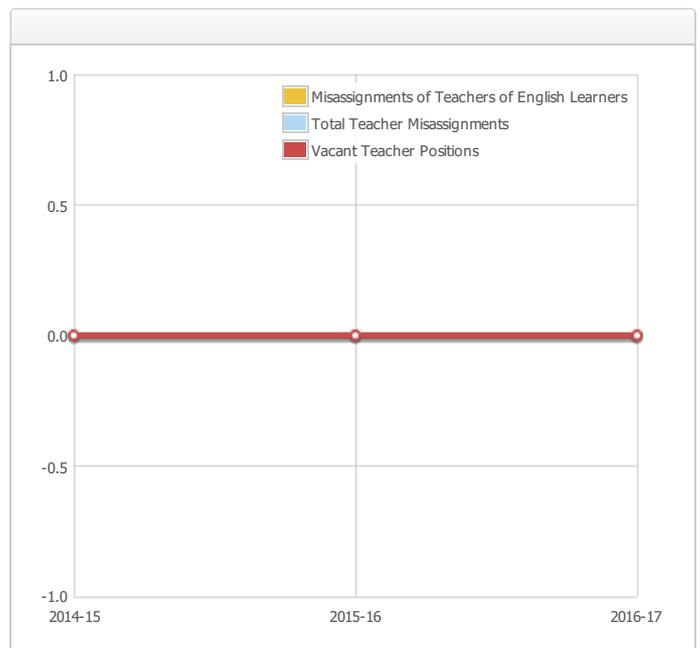
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	13	13	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/12/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/12/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/12/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders ELA Curriculum	Yes	0.0 %
Mathematics	McGraw Hill My Math Curriculum	Yes	0.0 %
Science	McGraw Hill Inspire Science curriculum	Yes	0.0 %
History-Social Science	McGraw Hill Networks Curriculum	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Healthy Life Choices health curriculum for grades K-5. They are part of the SPARK program.	Yes	0.0 %
Visual and Performing Arts	Art Coaches from CSUN works with the teachers to run Art-Math Integrated classes with self developed materials.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/12/2017

School Facility Conditions and Planned Improvements

MSA 7 has a comprehensive safety plan that includes disaster procedures, procedures for safe entry and exit, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, and discipline policies.

MSA 7 conducts Fire drill once a month to observe if Fire drill procedures are being followed by staff and students. In addition, Earthquake drills are conducted to train staff and students the Earthquake procedures. MSA 7 has an Emergency Response Box that includes First Aid kit, extra thermal blankets, medication log for students under medication, a medication backpack where students' medication are stored, and an emergency contact roster that is taken on every drill conducted. Along, with Fire and Earthquake drills, we also conduct Lock-Down drill to make sure all staff members and students follow the correct procedures. Adult supervision is provided before school, after school, during recess, and lunch. Under the principal or site administrator, school staff implements specific campus security procedures. At MSA 7, we believe that safety is crucial in students' learning environment. We have uniform policy and also offer extended after school care until 6 p.m.

All our students have the right to be safe at school. To this purpose, our school policy policies and procedures are stated in our school handbook to provide a safe and friendly learning environment for all of our students. A structured discipline policy is being placed to ensure the safety of all students.

Magnolia Science Academy 7 is a closed campus; visitors need to contact Main Office first to receive a Visitor badge before being admitted to school campus. Custodian staff does daily general cleaning in all classrooms, restrooms, cafeteria, and yards to maintain campus cleanness. In the Spring if 2013, surveillance system was installed to secure student safety. All the toilets in the girls and boys restroom have been replaced with new water efficiency toilets.

The building is maintained in 2015 summer.

Air conditioning filters are replaced frequently to ensure that the air conditioning system in all classrooms work properly. All classroom locks are being replaced to ensure safety during emergency situations.

Last updated: 1/12/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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Last updated: 1/12/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	52.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	43.0%	35.0%	25.0%	29.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	76	100.0%	42.1%
Male	39	39	100.0%	33.3%
Female	37	37	100.0%	51.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	54	100.0%	42.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	41.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.0%	37.0%
English Learners	21	21	100.0%	19.1%
Students with Disabilities	13	13	100.0%	23.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	57	100.0%	59.7%
Male	31	31	100.0%	58.1%
Female	26	26	100.0%	61.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.0%	55.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.0%	48.8%
English Learners	11	11	100.0%	9.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	51	100.0%	56.9%
Male	24	24	100.0%	62.5%
Female	27	27	100.0%	51.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	51.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.0%	53.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	76	100.0%	37.3%
Male	39	39	100.0%	35.9%
Female	37	37	100.0%	38.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	54	100.0%	34.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	52.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.0%	26.4%
English Learners	21	21	100.0%	30.0%
Students with Disabilities	13	13	100.0%	15.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	57	100.0%	40.4%
Male	31	31	100.0%	45.2%
Female	26	26	100.0%	34.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.0%	44.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.0%	37.2%
English Learners	11	11	100.0%	9.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	50	98.0%	24.0%
Male	24	23	95.8%	34.8%
Female	27	27	100.0%	14.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	12.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.6%	17.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	70.0%	71.0%	72.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	51	50	98.0%	72.0%
Male	24	23	95.8%	82.6%
Female	27	27	100.0%	63.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	63.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.6%	70.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

Career Technical Education Programs (School Year 2015-16)

Once a week, our students take part in computer technology class which is designed to help students gain computer skills they will need to make a successful transition to middle and high school. Some of the skills taught in this class include the following:

- Use technology resources to enhance learning
- Integrating Math, Science, Social Studies, and Language Arts classes
- Understanding of how computers operate and learn basic skill to use programs such as Microsoft Words, Paint, and PowerPoint.

College career week provides all students, from Kindergarten to 5th grade, be exposed of college awareness.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	35.3%	23.5%	25.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. MSA-7 believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-7 will work with parents to make them aware of the importance of their involvement in their children's education through some combination of the following activities: Parent education groups where parents will learn the importance of their involvement in their child's education. One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-7. By having representative(s) on the School Board and the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parental involvement include:

The Parent/Guardian Club will meet regularly and advise the SSC.

Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress. (See descriptions of home visits above)

Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-7. 90% of the parents participated the end of year survey with 98% percent of over all happiness about the school in 2015-2016 school year.

There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend field trips. It is not required, but expected, that parents will contribute a minimum of 10 hours per year to the school.

Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student.

Parents will have the opportunity to attend periodic dinners for teambuilding, presentation of the latest school news, and recognition of parent contributions to the school community.

State Priority: Pupil Engagement

Last updated: 1/12/2017

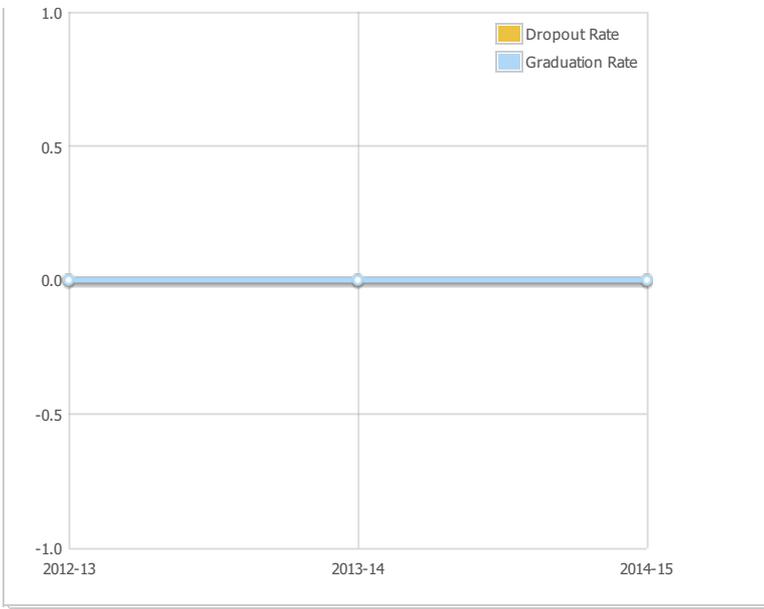
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	68.10	70.20	72.20			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



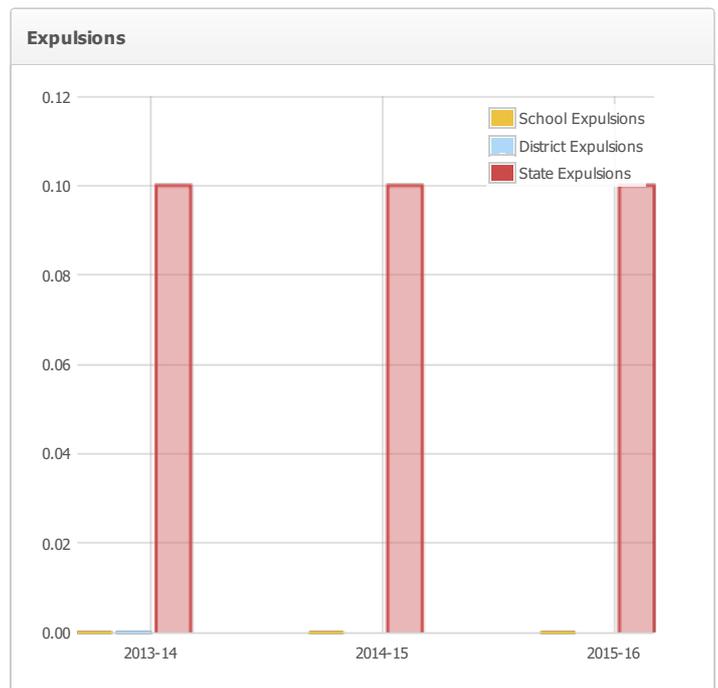
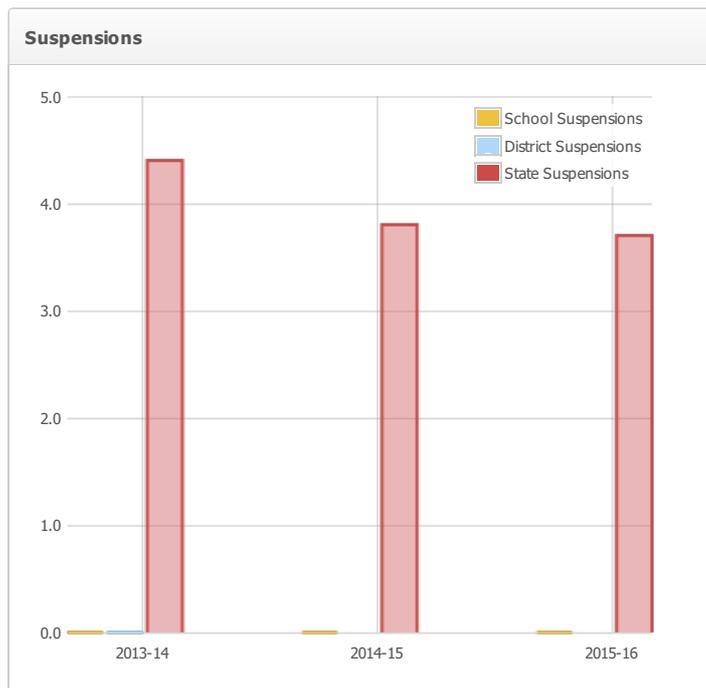
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0				4.4	3.8	3.7
Expulsions	0.0	0.0	0.0				0.1	0.1	0.1



Last updated: 1/12/2017

School Safety Plan (School Year 2016-17)

MSA 7 has a comprehensive safety plan that includes disaster procedures, procedures for safe entry and exit, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, and discipline policies.

MSA 7 conducts Fire drill once a month to observe if Fire drill procedures are being followed by staff and students. In addition, Earthquake drill is conducted each semester to train staff and students the Earthquake procedures. MSA 7 has an Emergency Response Box that includes First Aid kit, extra thermal blankets, medication log for students under medication, a medication backpack where students' medication are stored, and an emergency contact roster that is taken on every drill conducted. Along, with Fire and Earthquake drills, we also conduct Lock-Down drill to make sure all staff members and students follow the correct procedures.

Adult supervision is provided before school, after school, during recess, and lunch. Under the principal or site administrator, school staff implements specific campus security procedures. At MSA 7, we believe that safety is crucial in students' learning environment. We have uniform policy and also offer extended after school care until 6 p.m.

All our students have the right to be safe at school. To this purpose, our school policy policies and procedures are stated in our school handbook to provide a safe and friendly learning environment for all of our students. A structured discipline policy is being placed to ensure the safety of all students.

Last updated: 1/12/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.0	0	2	0	27.0	0	1	0	26.0		1	
1	28.0	0	3	0	26.0	0	2	0	28.0		1	
2	27.0	0	2	0	26.0	0	3	0	28.0		2	
3	25.0	0	2	0	26.0	0	2	0	27.0		3	
4	30.0	0	1	0	26.0	0	2	0	27.0		2	
5	29.0	0	1	0	31.0	0	1	0	27.0		2	
6	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/12/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	4.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	2.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	3.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/12/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/12/2017

Types of Services Funded (Fiscal Year 2015-16)

MSA 7 receives an instructional budget based on enrollment, program, and formulas set by Board of Education policy, state law, and guidelines of outside funding sources. We are directly funded public charter school and are audited by the district auditor annually. Students pay no tuition or fees to our school.

MSA-7 has a free ARC (After School) program in which 40% of the students get the benefit of extended learning and socializing time by 6:00PM daily. MSA-7 utilize ASES grant for it.

MSA-7 has 6 Instructional Aids helping students during the regular time in addition to teacher (Funding by Title I).

MSA-7 has free tutoring programs after school and free Saturday Intervention School (Funding by Title I).

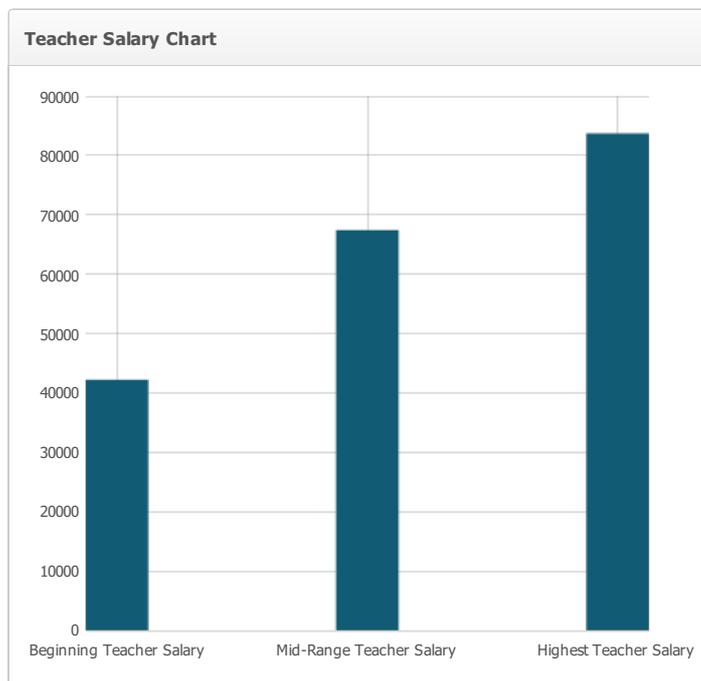
MSA-7 has SES (Suplemenatry Educational Support) program at the houses of students (Funding by Title I).

Last updated: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

Professional Development

MSA-7 will comply with the Elementary and Secondary Education Act (reauthorized as No Child Left Behind Act of 2001) and hire teachers that meet certain qualifications to deliver our proposed instructional program. For more information on recruiting qualified teachers, staff selection, qualifications and evaluation of the school personnel, please see Element 5: "Employee Qualifications."

Staff Development

In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-7 provides all staff with multiple opportunities to grow professionally. MSA-7 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan, MPS determines common staff development days, and tailors staff development to individual staff needs.

Professional development occurs at the MPS organizational level and within each school. Further, each school is organized into Professional Learning Communities (PLC) by grade level and by department.

Professional Learning Communities (PLC)

MSA-7 makes use of PLCs to:

Clarify intended outcomes

Develop common assessments

Jointly analyze student achievement data

Establish team improvement goals

Share best practices and materials

Engage in collective inquiry and action research regarding student learning

Support system and sense of efficacy

Promote more engaged, motivated, and successful students with reduced absenteeism

Focus on students' needs academically and behaviorally

PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans, the answers to the following questions are studied in PLCs:

How do we ensure that students learn?

How do we foster a culture of collaboration?

How do we ensure results?

As an implementation of the PLC at MSA-7, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff produces an annual reading list recommended by the PLCs. The following literature have recently been added to MSA-7 staff's reading list: "Failure Is Not An Option," "Classroom Management That Works," "How To Differentiate Instruction In Mixed-Ability Classrooms," and "Teach Like A Champion." MPS Meetings

Principals Meeting

All MPS principals, executive staff, and consultants meet monthly to discuss various academic and operational accountability issues.

Academic Leaders Meeting

All MPS Deans/Academic Coordinators and executive staff meet monthly to monitor current academic programs, share best practices, and address issues or concerns that are specific to the school sites. These meetings allow MPS to determine its academic goals.

School-wide Meetings and Professional Development Activities

Administrative Meetings

The MSA-7 Principal, Dean of Academics, and Dean of Students meet weekly to act on general school issues including, academics, safety, attendance, overall communications, and student activities. Upcoming events are discussed and planned. The college advisor, resource teacher, and office manager participate as needed.

General Staff Meetings

MSA-7 staff meets every other week to discuss issues related to student discipline, academics, safety, counseling, etc. Presentations, trainings and discussions or concerns about current issues are discussed as time permits.

Upper/Lower Grades Level Staff Meetings

All teachers meet departmentally every month to:

Share Time: Presentation by a member on an effective classroom strategy

Vertically align curriculum

Analyze student achievement data (MAP, SBAC Test and CELDT)

Improve instructional strategies per data indicators

Differentiate instruction

Plan major departmental events

Discuss other departmental issues and policies

Grade Chair Meetings

Grade Chair meetings are held monthly. These meetings should be held the week prior to the staff grade level meetings in order to review and complete the agenda for the grade level staff meeting.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

Classroom strategies

Sharing best practices

Curricular and academic issues (grading uniformity, homework load, differentiation etc.,)

Support for students with academic challenges (IEP, 504, RTI, SSR, A.R., A.M., Tutoring)

Discussion of student academic supports (peer tutoring, mentorships, etc.,)

Long-term projects (science fair projects, English & history & math projects)

Integration/thematic units/horizontal alignment of the curriculum

Field trips

Discussions and strategies for students with behavioral problems

School/grade level wide incentive programs

Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap up Meetings

MSA-7 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, etc. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer in-service programs

MPS also holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MPS believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs, administrative team (dean of academics, principal and chief academic officer). A rubric guides observation and allows for the development of constructive feedback. MPS' formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MPS administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program (BTSA)

MPS provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Scheduled Professional Development

National Charter Schools Conference: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS).

California Charter Schools Association (CCSA) Conference: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference.

Charter Schools Development Center (CSDC): Based on organizational need aligned with the schedule, selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute.

Magnolia Public Schools (MPS) professional development days: MPS Professional Development Days are held for a full day once each semester. Issues such as student achievement data, differentiated instruction, intervention, and departmental collaboration among MPS teachers are discussed.

Other professional development programs that MSA-7 considers include:

Association of Latino Administrators and Superintendents Conference

National Council of Teachers of Mathematics Conference

National Science Teachers Association Conference

National Council of Teachers of English Conference

California Science Teachers Association (CSTA) annual PD program

California Association of Mathematics Teacher Educators Conference

Additionally, professors and professional teacher trainers from area universities as well as other universities and institutions will be identified and invited to conduct professional development activities at MSA-7.

Ongoing Professional Development Program for Special Education

MSA-7 conducts ongoing in-services for special education. During the August in-service training a school psychologist trains our entire staff about services and programs related to students with learning disabilities. MSA-7 has a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and attend a resource conference to hear from additional experts in the field of special education.

The professional training in special education includes:

Laws and regulations aligned with the IDEA

Implementation of modifications and accommodations

State test requirements/options for students with disabilities

Writing Individualized Education Programs (IEP)

IEP meeting procedures

Rights and responsibilities of parents, students, and teachers

Section 504 plans

In addition to the August sessions, MPS conducts quarterly training sessions about special education.

Last updated: 1/12/2017

Magnolia Science Academy Bell

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Jason Hernandez, Principal

Principal, Magnolia Science Academy Bell

About Our School

Magnolia Science Academy Bell (MSA Bell) is an inclusive, STEAM-focused charter school, established and proudly serving the South East Los Angeles community of Bell. Our school opened in 2010 as a Public School Choice, which now serves approximately 500 students. We provide a model that fully includes all learners into every classroom with an academically rigorous and enriching common core state standards-based curriculum. Our personalized learning curriculum empowers students to become self-directed learners. Students build the habits, mindsets, and behaviors that lead to academic and personal success by setting goals for their learning, reflecting on their progress, and developing strong relationships with caring and trusted adults who know them as individuals and can provide rich feedback.

We are proud of the academic success our students have achieved, showing tremendous growth during the era of API and promising strides in the new era of the common core state standards. Our history continually shows that we are the best middle school in Bell and purposely strive to prepare each child to be college and career ready in the 21st century.

Contact

Magnolia Science Academy Bell
6411 Orchard Ave.
Bell, CA 90201-1023

Phone: 323-826-3925
E-mail: jhernandez@magnoliapublicschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Magnolia Science Academy Bell
Street	6411 Orchard Ave.
City, State, Zip	Bell, Ca, 90201-1023
Phone Number	323-826-3925
Principal	Jason Hernandez, Principal
E-mail Address	jhernandez@magnoliapublicschools.org
Web Site	http://msa8.magnoliapublicschools.org
County-District-School (CDS) Code	19647330122747

Last updated: 1/11/2017

School Description and Mission Statement (School Year 2016-17)

Vision

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

Mission

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

Core Values

MPS has identified the following core values, which are reinforced through its curriculum, student learning outcomes (SLOs), and all school activities.

Scholarship

Scholarship is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster scholarship through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

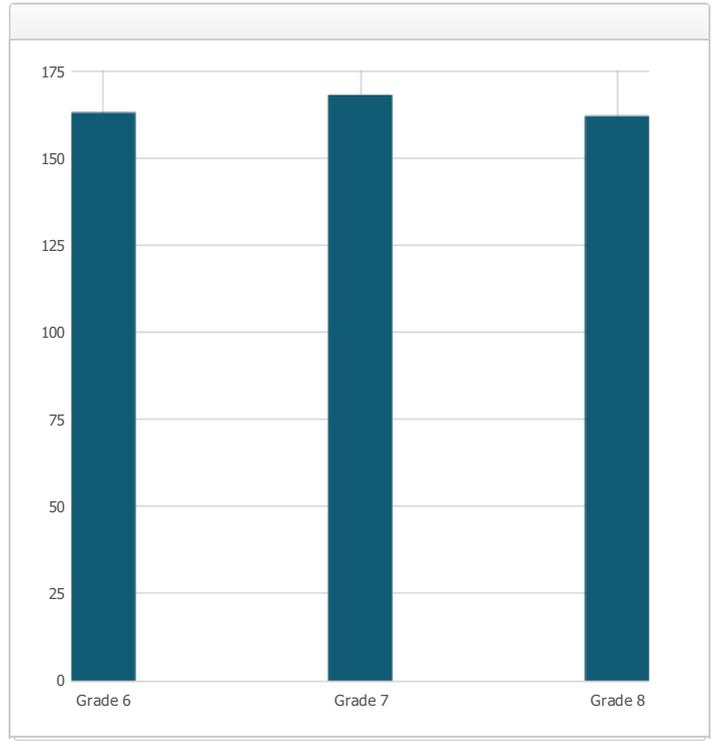
Connection

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, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates the identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Last updated: 1/12/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	163
Grade 7	168
Grade 8	162
Total Enrollment	493



Last updated: 1/12/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.2 %
Asian	0.8 %
Filipino	0.0 %
Hispanic or Latino	93.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	5.7 %
Two or More Races	0.2 %
Other	-0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.1 %
English Learners	15.0 %
Students with Disabilities	11.2 %
Foster Youth	0.4 %

Last updated: 1/12/2017

A. Conditions of Learning

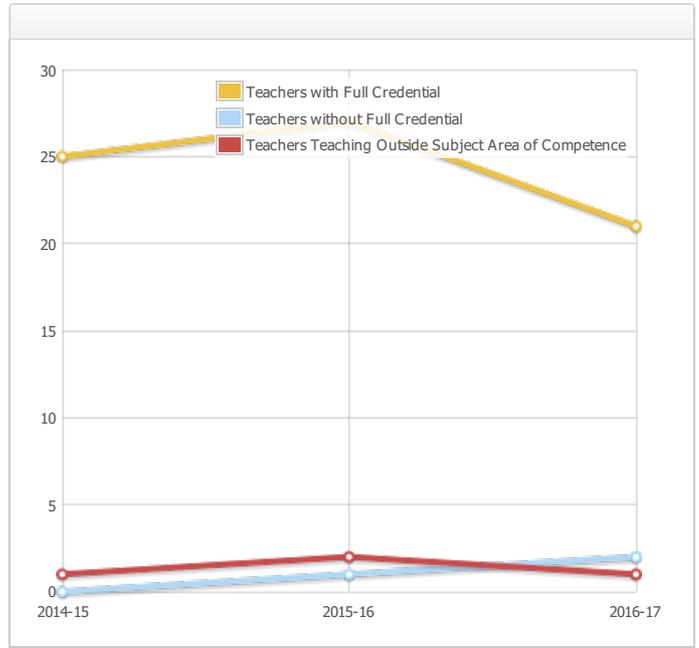
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

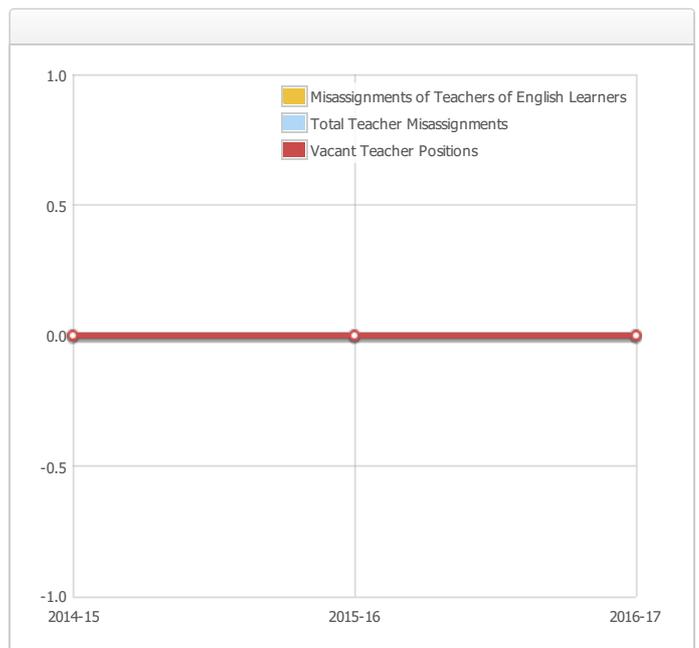
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	27	21	21
Without Full Credential	0	1	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	1	1



Last updated: 1/12/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/12/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/12/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync by McGraw-Hill	Yes	0.0 %
Mathematics	California Math Course 1, 2, 3 McGraw-Hill	Yes	0.0 %
Science	Physical Science, Life Science, Earth Science by Glencoe	No	0.0 %
History-Social Science	6th Grade: History Alive!; The Ancient World 7th Grade: History Alive! The Medieval World and Beyond; 8th Grade: History Alive! The United States Through Industrialism	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/12/2017

School Facility Conditions and Planned Improvements

The MSA-Bell school facility is a state-of-the art facility, which opened its doors in the fall of 2010

Our facility hasn't made any major changes to the infrastructure of the facility besides upgrading our WI-Fi capabilities to accommodate 1-to-1 devices.

Last updated: 1/12/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 1/12/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	40.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	21.0%	22.0%	25.0%	29.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	165	100.0%	44.2%
Male	100	100	100.0%	37.0%
Female	65	65	100.0%	55.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	153	153	100.0%	44.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	156	156	100.0%	44.2%
English Learners	24	24	100.0%	--
Students with Disabilities	17	17	100.0%	11.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	166	165	99.4%	44.9%
Male	90	90	100.0%	43.3%
Female	76	75	98.7%	46.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	154	154	100.0%	46.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	151	99.3%	45.7%
English Learners	16	16	100.0%	--
Students with Disabilities	22	22	100.0%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	162	100.0%	30.3%
Male	99	99	100.0%	27.3%
Female	63	63	100.0%	34.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	152	152	100.0%	30.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	154	154	100.0%	27.9%
English Learners	11	11	100.0%	--
Students with Disabilities	17	17	100.0%	5.9%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	165	100.0%	23.6%
Male	100	100	100.0%	21.0%
Female	65	65	100.0%	27.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	153	153	100.0%	22.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	156	156	100.0%	23.1%
English Learners	24	24	100.0%	--
Students with Disabilities	17	17	100.0%	11.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	162	100.0%	20.4%
Male	99	99	100.0%	22.2%
Female	63	63	100.0%	17.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	152	152	100.0%	19.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	154	154	100.0%	18.2%
English Learners	11	11	100.0%	--
Students with Disabilities	17	17	100.0%	5.9%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80.0%	71.0%	41.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	162	162	100.0%	40.7%
Male	99	99	100.0%	44.4%
Female	63	63	100.0%	34.9%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	152	152	100.0%	40.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	154	154	100.0%	39.0%
English Learners	11	11	100.0%	0.0%
Students with Disabilities	17	17	100.0%	17.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.2%	19.4%	26.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parental Involvement

Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing their education after graduation. MSA Bell believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-Bell will work with parents to make them aware of the importance of their involvement in their children's education through some combination of the following activities:

- Parent education groups where parents will learn the importance of their involvement in their child's education.
- Individualized student and parent advisory sessions: Each of our teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Student-Teacher Status Portal

MSA-Bell will use CoolSIS, an online web portal currently being used at all MPS. The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers have a web page for every class in which they post course material, homework assignments, projects, course grade statistics and record of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-Bell. By having representative(s) on the School Board and the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns.

Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.

Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-Bell.

There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning,

tutor, assist with lunch distribution, and attend field trips. It is not required but expected, that parents will contribute a minimum of 10 hours per year to the school.

Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student. Parents will have the opportunity to attend periodic opportunities for teambuilding, presentation of the latest school news, and recognition of parent contributions to the school community.

State Priority: Pupil Engagement

Last updated: 1/12/2017

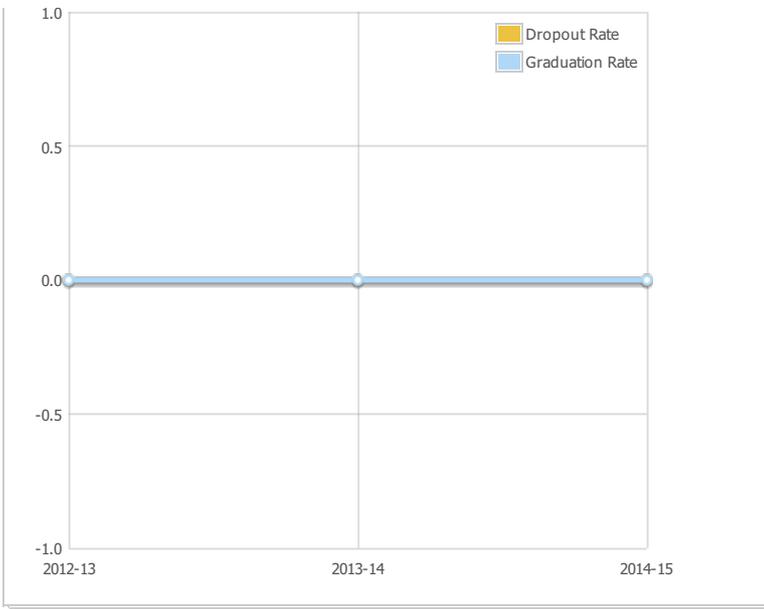
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	68.10	70.20	72.20			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



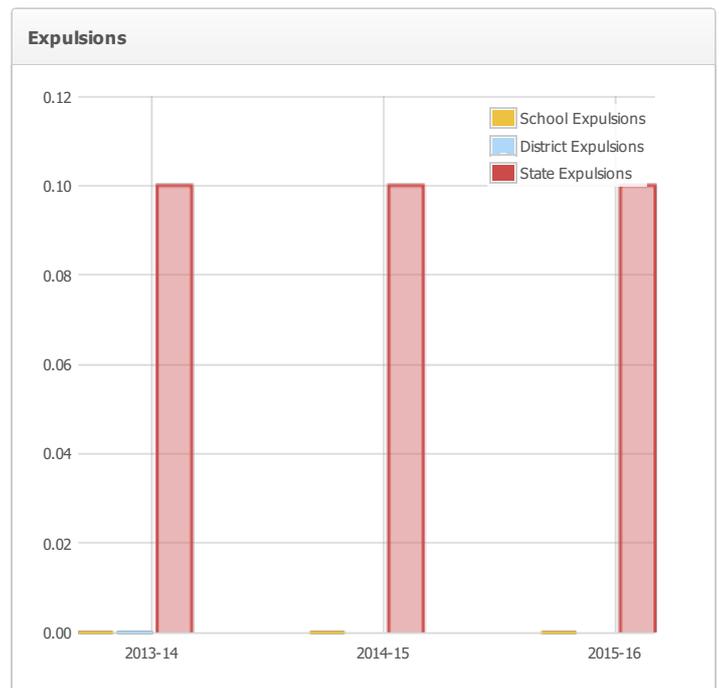
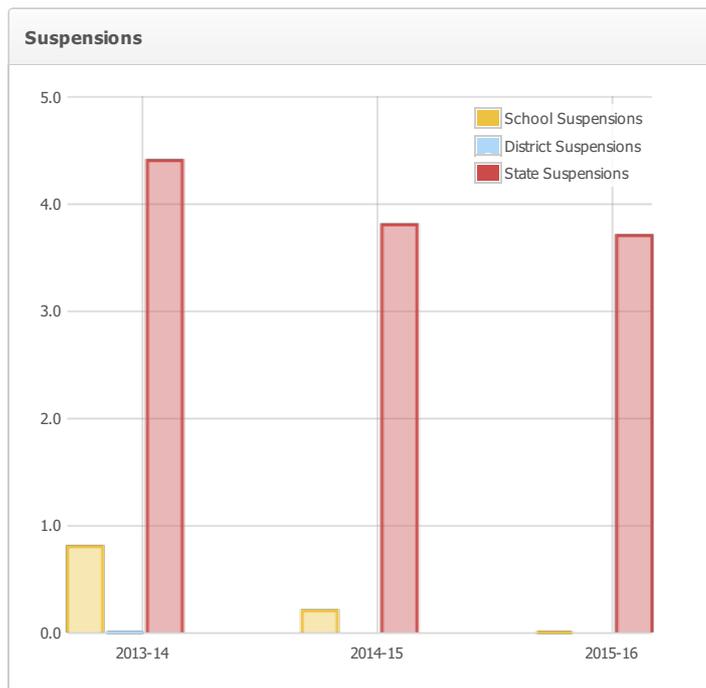
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.8	0.2	0.0				4.4	3.8	3.7
Expulsions	0.0	0.0	0.0				0.1	0.1	0.1



Last updated: 1/12/2017

School Safety Plan (School Year 2016-17)

Magnolia Science Academy-Bell's comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Ensures a positive school culture climate with a focus on Positive Behavior Interventions & Supports and Restorative Justice practices.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.
- Develop measurable goals that focus on cultural climate and physical well-being of all.

School Safety Plan (weblink): http://msa8.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=302240&type=d

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 5
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	0.0	0	0	0				
5	0.0	0	0	0	0.0	0	0	0				
6	30.0	3	36	2	30.0	4	45	2	32.6	0	4	1
Other	0.0	0	0	0	0.0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	2	24	0	26.0	5	22	0	33.0	0	12	3
Mathematics	28.0	2	20	0	31.0	0	6	0	32.9	0	12	3
Science	27.0	2	12	0	31.0	0	11	0	32.9	0	12	3
Social Science	31.0	0	12	0	31.0	0	11	0	32.9	0	12	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/12/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	493.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	3.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/12/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	N/A	N/A	--	43.6%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/12/2017

Types of Services Funded (Fiscal Year 2015-16)

English Learners Intervention.

MSA Bell currently offers an ELD course for all levels of English Learners. Our ELD Coordinator utilizes a state approved curriculum for ELD support, Discovery Inside and Study Sync. As well as other research-based tools such as Fast ForWord, Accelerated Reader and Sumdog Reading & Writing.

Support Programs

Full-Inclusion. MSA Bell continued its full-inclusion model to provide services to its students with special needs with the general education environment. Utilizing a co-teaching model, students were offered support from two credential teachers as well as a paraprofessional.

Math enrichment. This program was offered for all 6th graders. This is an additional 3 hours of basic math skills a week as an intervention to strengthen student math skills.

Total Education Solutions was utilized for our students that struggled in the areas of Language Arts and Math. Assessments were conducted to identify areas of growth in order to strengthen student skills in the Language Arts and Mathematics.

After-School Program. MSA Bell was offered a grant to conduct an after-school program that provided tutoring by classroom teachers, as well as clubs and intramural sports to support student social-emotional development and well-being.

Character Academy. MSA Bell offered behavior support interventions in the form of a character academy program that was hosted on Saturdays.

Home Visits. MSA Bell conducts over 100 home visits to our families in order to build connections. Studies show that parental support is crucial to the development and well-being of every child.

Raising Emotional Healthy. This was a series of parent workshops offered in the home language of the parent and conducted on campus once a week. Dean of Culture played an active role in working with parents as well as instructional leaders to educate families on various topics ranging from bullying, depression, financial literacy, college and career readiness.

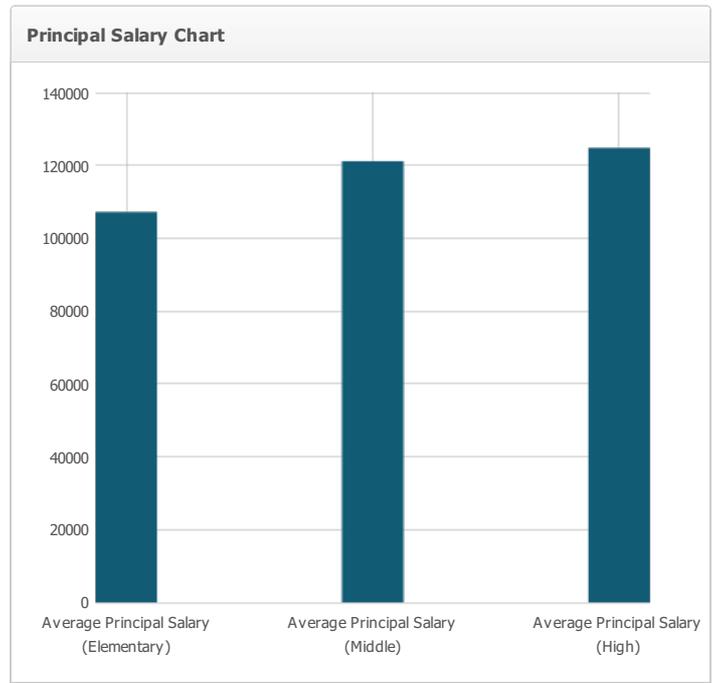
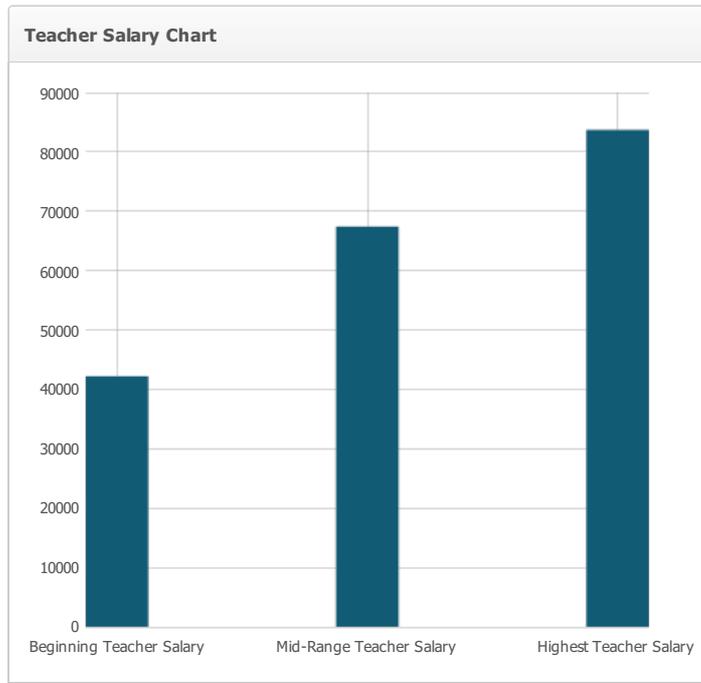
Social Emotional Supports. Our Dean of Students was instrumental in the implementation of various intervention to support the development and well-being of every child. Such interventions included community internships, peer mediation, teen court, student council, and many others. A full-time school psychologist provided support to students in need of additional guidance.

Last updated: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/12/2017

Professional Development

Staff Development

In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Bell will provide all staff with multiple opportunities to grow professionally. MSA-Bell will assess staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan, MPS will determine common and individual staff development days, and tailor staff development to individual staff needs.

Professional development occurs at the MPS organizational level and within each school. Further, each school is organized into Professional Learning Communities (PLC) by grade level and by a department. MSA-Bell will make use of PLCs to: Clarify intended outcomes; Develop common assessments; Jointly analyze student achievement data; Establish team improvement goals; Share best practices and materials; Engage in collective inquiry and action research regarding student learning; Support system and sense of efficacy; Promote more engaged, motivated, and successful students with reduced absenteeism; Focus on students' needs academically and behaviorally

PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans, the answers to the following questions are studied in PLCs: How do we ensure that students learn? How do we foster a culture of collaboration? How do we ensure results?

Last updated: 1/12/2017

Magnolia Science Academy San Diego

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Gokhan Serce, Principal

Principal, Magnolia Science Academy San Diego

About Our School

My name is Gokhan Serce and I am honored to serve as the principal of Magnolia Science Academy San Diego. This is my 4th year at MSA-San Diego and 7th year in Magnolia family. This year we are celebrating 12 years of excellence in San Diego and we are looking forward to a year of celebrating our past success while also looking forward to our bright future. Below is a list of just a few of the outstanding accomplishments from the 2013-2014, 2014-15 and 2015-16 school years to give everyone an idea on what our students do on our campus.

2013-14:

- International Robotics Competition "InfoMatrix" Bronze Medal
- National Rubber Band Design Competition 3rd Place
- Several State Wide competitions including, Future City 1st Place, Archery 2nd Place, Senator Barbara Boxer Earth Day Poster Contest 3rd Place
- 70 of our students participated in the San Diego Science and Engineering Festival Expo Day at PETCO Park

2014-15

- AMC 8: 3 National Awards
- Robotics: FLL 1st and 3rd Place Southern California
- Archery: California State Championship
- Art: 2nd Place, California Jr. Duck Stamp Design Completion
- Future City: 3 teams and 3 special awards: Best use of renewable energy, Best model and Most accessible City.
- With 4 Booths over 100 students presented at San Diego Science and Engineering Festival Expo Day at PETCO Park
- We had our 2nd Annual San Diego STEAM Expo.

2015-16

- Southern California FLL Championship Tournament, December 2015 Inspiration Award- 1st Place
- First Lego League Cup Robot Performance, January 2016 2 teams placed 1st
- Southern California Future City Regional Competition, January 2016 Best model Award & 3rd place overall
- AMC 8 Math Competition, November 2015 ,2 students placed in top 5% nationwide
- Knott's Berry Farm Music in the Park Competition, April 2016 1st Place & Superior Rating
- Olympic Archery in Schools California State Championship, April 2016 2nd Place
- Sea Perch Competition, March 2016, 1st Place Obstacle Course, 3rd Place Deep Water Challenge, 4th Place Overall

- In our 3rd year at San Diego Science and Engineering Festival over 100 Magnolia students presented their projects at PETCO Park
- Magnolia and Grossmont College co-hosted the 3rd Annual San Diego STEAM Expo.
- Our school received the MPS Steam School of the Year Award
- Based on SBAC results MSA-San Diego is the highest performing middle school in the neighborhood.

All these outstanding achievements are accomplished with the hard work and dedication of our students, staff and parents. I believe that when all stake holders continue to work together, we can raise the bar higher every year.

Contact

Magnolia Science Academy San Diego
6365 Lake Atlin Ave.
San Diego, CA 92119-3206

Phone: 619-644-1300

E-mail: sandiego@magnoliapublicschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net
Web Site	https://www.sandiegounified.org/

School Contact Information (School Year 2016-17)	
School Name	Magnolia Science Academy San Diego
Street	6365 Lake Atlin Ave.
City, State, Zip	San Diego, Ca, 92119-3206
Phone Number	619-644-1300
Principal	Gokhan Serce, Principal
E-mail Address	sandiego@magnoliapublicschools.org
Web Site	http://msasd.magnoliapublicschools.org/
County-District-School (CDS) Code	37683380109157

Last updated: 1/19/2017

School Description and Mission Statement (School Year 2016-17)

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the San Carlos community. MSA-San Diego serves around 425 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. Starting 2017-18 School year MSA-San Diego will move to its new location in Allied Gardens Community. The new site will be located at 6525 Estrella Ave, San Diego, CA 92120. The intersection of Estrella and Zion.

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, after-school clubs, character education classes, field trips, community meetings, and much more.

Computer integration is a unique component of MSA-San Diego's curriculum. Until the 2013–14 school year, students have had daily computer classes in which they learned computer skills and applied these skills to their academic studies under the direction of their core class teachers. 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.

INNOVATION

Students have the freedom to choose how and what they learn.

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

CONNECTION

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

EXCELLENCE

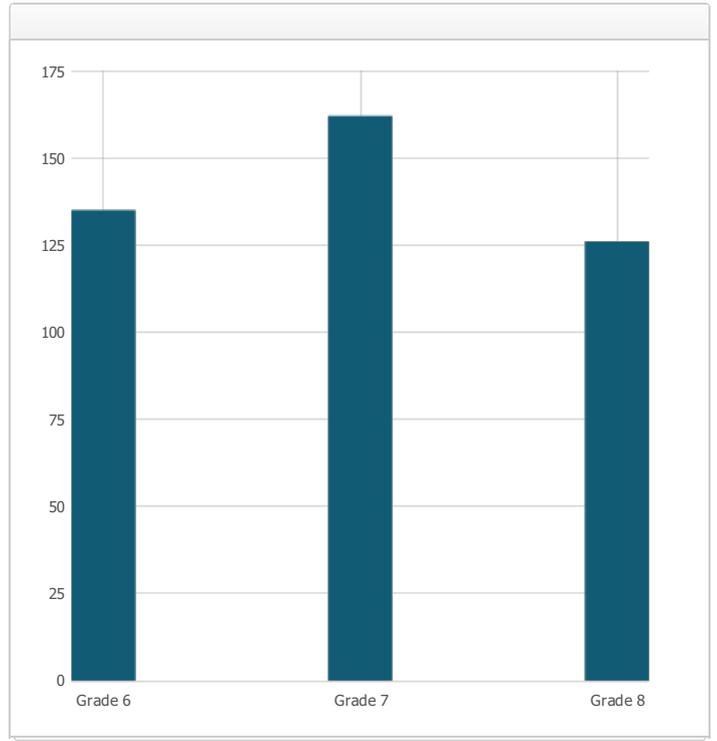
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse

settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Last updated: 1/19/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	135
Grade 7	162
Grade 8	126
Total Enrollment	423



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.3 %
American Indian or Alaska Native	0.2 %
Asian	1.7 %
Filipino	2.4 %
Hispanic or Latino	27.4 %
Native Hawaiian or Pacific Islander	0.7 %
White	55.6 %
Two or More Races	7.1 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	22.7 %
English Learners	2.8 %
Students with Disabilities	6.4 %
Foster Youth	0.0 %

Last updated: 1/17/2017

A. Conditions of Learning

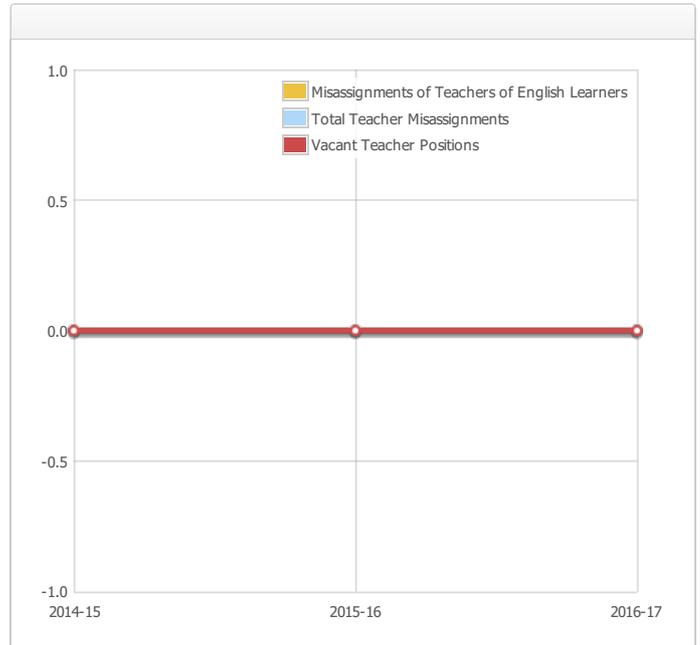
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	97.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: July 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill School Education	Yes	0.0 %

Mathematics	California Math, Courses 1, McGraw-Hill California Math, Courses 2, McGraw-Hill California Math, Courses 3, McGraw-Hill California Math, Courses 1–3, McGraw-Hill Glencoe Math Accelerated, McGraw-Hill Integrated Math I ,McGraw-Hill	Yes	0.0 %
Science	Science 6th - Integrated iScience, McGraw-Hill Science 7th - Integrated iScience, McGraw-Hill Science 8th - Integrated iScience, McGraw-Hill	Yes	0.0 %
History-Social Science	Glencoe Discovering Our Past, Glencoe/McGraw-Hill	Yes	0.0 %
Foreign Language		Yes	0.0 %
Health	n/a		0.0 %
Visual and Performing Arts	n/a		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/17/2017

School Facility Conditions and Planned Improvements

MSASD is located on a 25,000-square-foot private facility with office space, staff lounges, an auditorium, after-school areas, 15 classrooms, and a huge physical education field. The campus is maintained by school maintenance staff. Classrooms are spacious and include interactive whiteboards. We also have a dedicated computer lab. The physical education field includes basketball courts and a grass field.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2016

Overall Rating	Exemplary
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Last updated: 1/17/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	71.0%	49.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	57.0%	61.0%	39.0%	42.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	136	132	97.1%	72.7%
Male	83	81	97.6%	69.1%
Female	53	51	96.2%	78.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.4%	70.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	70	97.2%	78.6%
Two or More Races	11	10	90.9%	70.0%
Socioeconomically Disadvantaged	38	38	100.0%	60.5%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	30.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	160	156	97.5%	73.1%
Male	99	97	98.0%	70.1%
Female	61	59	96.7%	78.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	44	95.7%	59.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	88	98.9%	79.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.0%	65.5%
English Learners	--	--	--	--
Students with Disabilities	16	15	93.8%	46.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	127	124	97.6%	67.7%
Male	85	83	97.7%	63.9%
Female	42	41	97.6%	75.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	32	94.1%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	74	98.7%	73.0%
Two or More Races	11	11	100.0%	72.7%
Socioeconomically Disadvantaged	29	28	96.6%	53.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	136	132	97.1%	65.9%
Male	83	81	97.6%	65.4%
Female	53	51	96.2%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.4%	67.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	70	97.2%	68.6%
Two or More Races	11	10	90.9%	70.0%
Socioeconomically Disadvantaged	38	38	100.0%	50.0%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	30.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	160	156	97.5%	60.9%
Male	99	97	98.0%	62.9%
Female	61	59	96.7%	57.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	44	95.7%	47.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	88	98.9%	68.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.0%	55.2%
English Learners	--	--	--	--
Students with Disabilities	16	15	93.8%	40.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	127	124	97.6%	53.2%
Male	85	83	97.7%	53.0%
Female	42	41	97.6%	53.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	32	94.1%	34.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	74	98.7%	60.8%
Two or More Races	11	11	100.0%	45.5%
Socioeconomically Disadvantaged	29	28	96.6%	35.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	88.0%	83.0%	83.0%	68.0%	65.0%	59.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	127	124	97.6%	83.1%
Male	85	83	97.7%	86.8%
Female	42	41	97.6%	75.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	34	32	94.1%	68.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	74	98.7%	89.2%
Two or More Races	11	11	100.0%	72.7%
Socioeconomically Disadvantaged	29	28	96.6%	78.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	10.8%	18.5%	66.9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

Parent participation is an integral part of Magnolia Science Academy's program. MSA-San Diego has a Parent Task Force, various committees, and fundraiser opportunities for parents to share their support and ideas. Parents are also invited to help teachers directly. The Parent Task Force posts its activities and updates on the school's website. In addition, MSA-San Diego's School Site Council represents all stakeholders, including parent and community members, who provide input on school events and actions such as graduation.

MSA-San Diego publishes a weekly newsletter (Magnolia Times) and maintains the school's website to communicate school wide announcements, events, and important updates. Families are included in community events such as University Showcase, Multicultural Food Fair, Olympic Field Day, STEAM Expo, talent show, and others.

The school also has an on-line student information system that allows parents and students to access assignments, grades, and behavior updates 24 hours a day. In addition, teachers conference individually with their homeroom students and parents before the start of the school year to establish a personal connection. If you want to get involved, please contact us via e-mail at sandiego@magnoliapublicschools.org.

State Priority: Pupil Engagement

Last updated: 1/17/2017

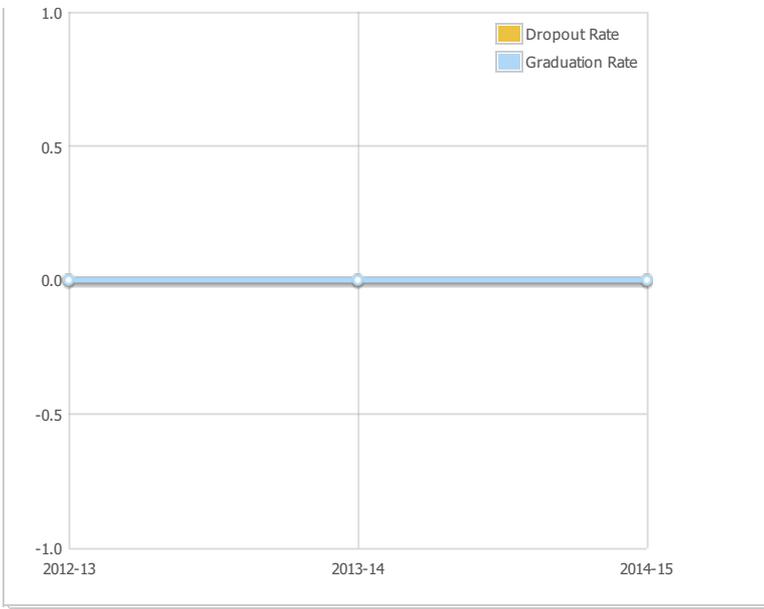
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	87.90	89.70	89.40			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



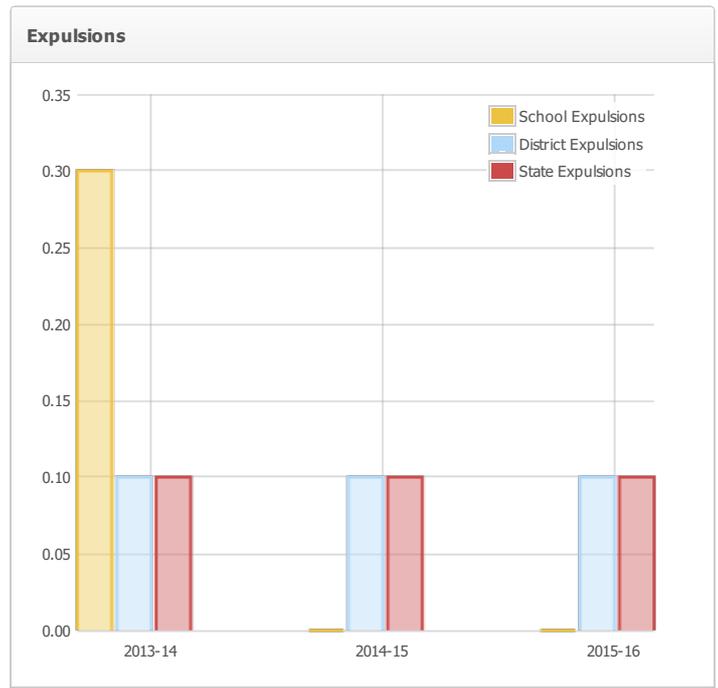
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.6	4.0	0.9	4.2	3.7	3.4	4.4	3.8	3.7
Expulsions	0.3	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

Campus safety is the our top priority. Principals, teachers, support staff, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, Magnolia Public Schools home office support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

At Magnolia, the safety of the students is crucial.

Magnolia provides continuous supervision supported by corrective discipline. The MSA-San Diego student handbook details disciplinary actions, the sexual harassment policy, the school dress codes, and discipline policies. MSA-San Diego has designated on-site staff members responsible for student safety.

The school performs fire, earthquake, and other mandated drills.

Last updated: 1/19/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	145
Percent of Schools Currently in Program Improvement	N/A	75.1%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	4	15	0	27.0	2	6	2	22.0	6	13	1
Mathematics	23.0	5	7	1	19.0	4	0	1	24.0	7	12	2
Science	27.0	1	9	0	31.0	0	8	2	28.0	2	12	1
Social Science	28.0	0	8	0	31.0	0	8	2	28.0	0	15	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/17/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	\$870.7	--	--
District	N/A	N/A	\$0.0	\$73582.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, and guidelines of outside funding sources.

Besides regular average daily attendance (ADA) funding, MSA-San Diego has an established fundraising tradition. MSA-San Diego supports students so that they can attend as many extracurricular opportunities as possible: sixth-grade camp, Washington D.C. trip, etc.

MSA-San Diego receives ASES grant that helps to keep students actively engaged on campus after school until 6 p.m.

The Magnolia Foundation oversees MSA-San Diego's finances and provides financial guidance and services to the school

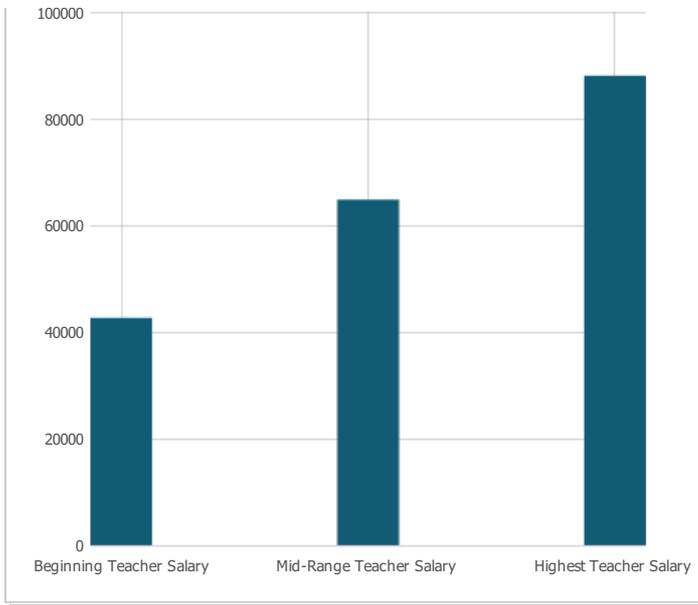
Last updated: 1/19/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,632	\$45,092
Mid-Range Teacher Salary	\$64,780	\$71,627
Highest Teacher Salary	\$88,049	\$93,288
Average Principal Salary (Elementary)	\$122,585	\$115,631
Average Principal Salary (Middle)	\$125,249	\$120,915
Average Principal Salary (High)	\$136,833	\$132,029
Superintendent Salary	\$261,667	\$249,537
Percent of Budget for Teacher Salaries	37.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart**Principal Salary Chart**



Last updated: 1/19/2017

Professional Development

MPS and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. Principal and Chief Academic Officer collaborates to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to home office-provided professional development during summer and twice throughout the year, principal and admin team identify a school wide focus each year for professional development and also determine areas of individual need. Throughout the year, teachers participate in weekly school-based professional learning communities (PLCs) to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student.

Off-campus professional development opportunities are ongoing. This school year, administrators attended SDCOE ,AMLE and CCSA trainings to bring back best practices for their campus. Teachers attend common core and NGSS trainings in addition to multiple onsite "SDAIE" and "Differentiated Instruction" trainings during the school year to deepen their understanding of the state standards and effective implementation on standards for all students.

Last updated: 1/17/2017

Magnolia Science Academy Santa Ana

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Laura Schlottman

Principal, Magnolia Science Academy Santa Ana

About Our School

Welcome to our site-Magnolia Science Academy, home of the PIRATES!

Authorized and monitored by State Board of Education, Magnolia Science Academy-Santa Ana (MSA SA) is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program, emphasizing STEM in a safe environment that cultivates respect for self and others. MSA SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA SA is supplemented by tutoring, morning school, after-school programs, and school-to-university collaborations (dual enrollment partnerships with local community colleges).

MSA SA creates a supportive and caring environment with small classes and strong student-parent-teacher communication and improves students' knowledge and skills in core subjects, thereby increasing their objective and critical thinking skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

New Location, New Building (starting 2016-17)

Magnolia Science Academy-Santa relocated to its brand new campus at 2840 W. 1st Street, Santa Ana. All elementary grades were added to grades served in 2016-2017 school year. We serve 639 students for the 2016-17 school year in grades TK-12.

The new facility cost about \$18 million and was funded by the State of California. The new building has 34 classrooms with state of the art science and computer labs. The facility plans include a regulation size gym, playgrounds, fields and an outside cafeteria for several functions. The building will have separate elementary and Middle/High School sections with separate entrances.

MSA-SA has adopted McGraw-hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms have state of the art technology. We are currently in the implementation process of Project Lead The Way programs (PLTW) K-12th.

Laura B. Schlottman, Middle and High School Principal

Varol Gurler, Elementary School Principal and Site Director

Contact

*Magnolia Science Academy Santa Ana
2840 West 1st St.
Santa Ana, CA 92703-4102*

Phone: 714-479-0115

E-mail: santaana@magnoliapublicschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	SBE - Magnolia Science Academy Santa Ana
Phone Number	(714) 479-0115
Superintendent	Dr. Caprice Young
E-mail Address	cyoung@magnoliapublicschools.org
Web Site	www.magnoliapublicschools.org

School Contact Information (School Year 2016-17)	
School Name	Magnolia Science Academy Santa Ana
Street	2840 West 1st St.
City, State, Zip	Santa Ana, Ca, 92703-4102
Phone Number	714-479-0115
Principal	Laura Schlottman
E-mail Address	santaana@magnoliapublicschools.org
Web Site	www.magnoliapublicschools.org
County-District-School (CDS) Code	30768930130765

Last updated: 1/19/2017

School Description and Mission Statement (School Year 2016-17)

Magnolia Science Academy-Santa Ana (MSA SA)

Magnolia Science Academy Santa Ana is a charter school for grades K–12 with a mission to provide a college preparatory educational program, emphasizing STEM in a safe environment that cultivates respect for self and others. MSA SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA SA is supplemented by tutoring, after-school programs, and school-to-university collaborations.

MSA SA creates a supportive and caring environment with small classes and strong student-parent-teacher communication and improves students' knowledge and skills in core subjects, thereby increasing their objective and critical thinking skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)

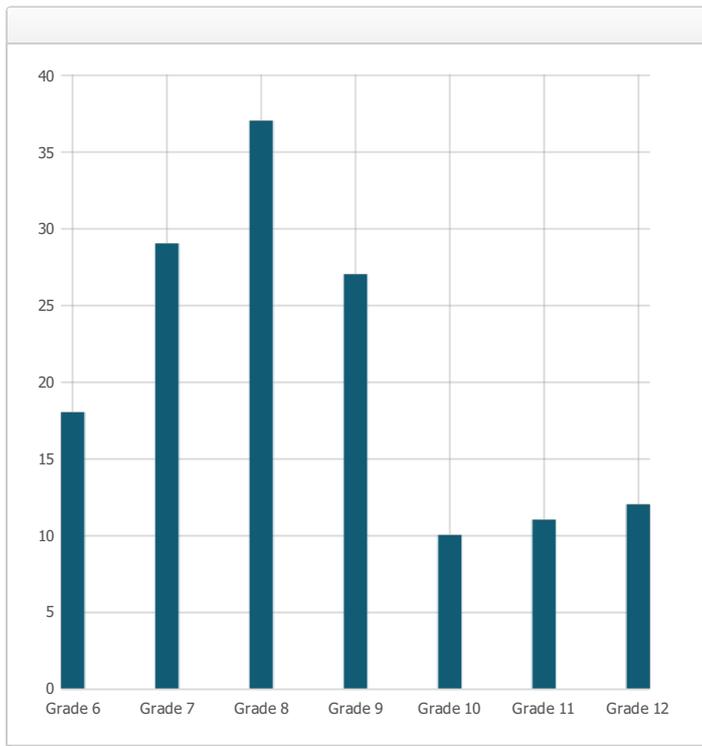
The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements.

MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational and financial stability.

Last updated: 1/19/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	18
Grade 7	29
Grade 8	37
Grade 9	27
Grade 10	10
Grade 11	11
Grade 12	12
Total Enrollment	144



Last updated: 1/19/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.7 %
Asian	6.3 %
Filipino	1.4 %
Hispanic or Latino	54.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	31.9 %
Two or More Races	4.9 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	63.2 %
English Learners	12.5 %
Students with Disabilities	18.8 %
Foster Youth	0.0 %

Last updated: 1/19/2017

A. Conditions of Learning

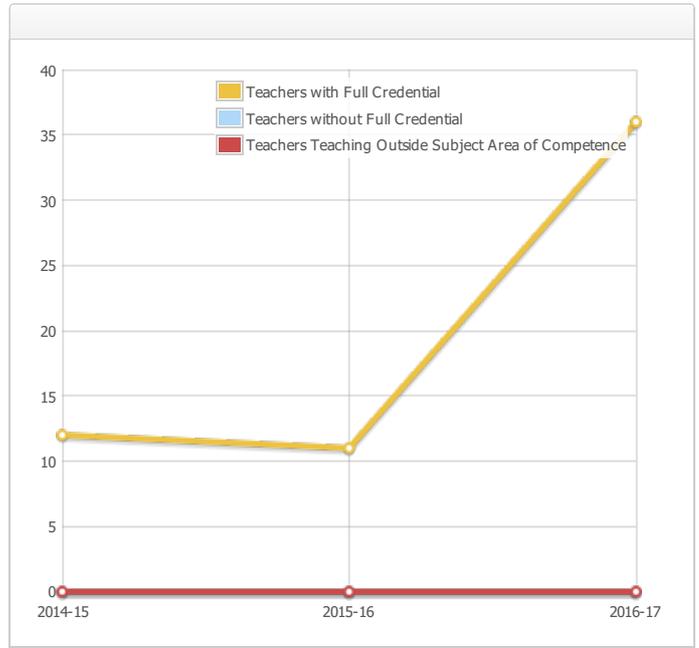
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

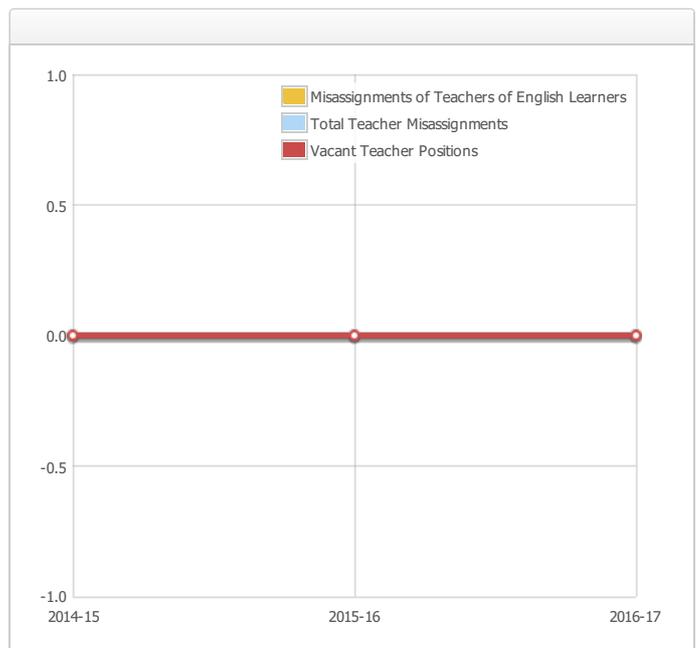
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	11	36	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/19/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/19/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/19/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> (Grades TK-5) English Language Arts/ELD: McGraw-Hill Core Curriculum Student Bundles ; ELD Program-McGraw-Hill Wonders (Grades 6-12) McGraw-Hill Studysync ; ELD Program-National Geographic Learning, Inside 	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> (Grades TK-5) McGraw-Hill, My Math Student, My Math Interactive Guide (TK-5) (Grades 6-8) McGraw-Hill, Glencoe CA Math,(Complete Student Bundle with Aleks Embedded add-on) (6-8); (Grades 9-12) McGraw-Hill, Integrated Math (9-12) 	Yes	0.0 %
Science	<ul style="list-style-type: none"> (Grades TK-5) Science: Inspire Science: Be a Scientist Notebook, Inspire Science: Science Handbook (Grades 6-8) McGraw-Hill, Integrated iScience ; (Grades 9-12) McGraw-Hill, Glencoe Physical Science, Biology, Physics, Chemistry, AP Biology, AP Chemistry, AP Environmental Science (Cunningham Environmental Science) . 	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> (Grades TK-5) Networks SS: Living, Learning & Working Together, Our Community & Beyond, Who We Are as Americans, The United States Communities & Neighbors, United States Early Years, United States History (Grades 6-8) Networks SS: A History of the world , History of the world, Student Learning Center, History of the United States Complete System Student Edition, History of the United States Student Center (Grades 9-12) World History & Geography Modern Times Student Suite ,World History & Geography Modern Times Student Learning Center,History geography modern times complete system,History geography modern times student center ,US Government Student Suite ,US Government Student Learning Center,AP World History (APTraditions & Encounters EBook) 	Yes	0.0 %
Foreign Language	<ul style="list-style-type: none"> Middle School Spanish (Realidades) High School Spanish I (Realidades) High School Spanish II (Realidades) 	Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

During 2015-16 school year, MSA SA was located at 102 Baker East Street in Costa Mesa. We utilized ten classrooms, a multi purpose room, three offices, a faculty room, and an auditorium. The facility is maintained daily by a crew of two janitors who clean, vacuum, mop and take out the trash daily. The facility has undergone major upgrades recently including the installation of two new AC units, and painting of the facade by the landlord.

Magnolia Science Academy-Santa relocated to its brand new campus at 2840 W. 1st Street, Santa Ana for the 2016-17 school year. All elementary grades (TK-5) were added to grades served in 2016-2017 school year. The new facility has a two stories building with 34 classrooms with state of the art science and computer labs, playgrounds, and sports areas. The plans include a regulation size gym, playgrounds, fields and an outside cafeteria for several functions. The building will have separate elementary and Middle/High School sections with separate entrances.

Last updated: 1/19/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Maintained regularly by the landlord.
Interior: Interior Surfaces	Good	Maintained regularly by the landlord.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The landlord worked on safe methods to minimize any pest that had been evident in the past.
Electrical: Electrical	Good	Maintained regularly by the landlord.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Maintained regularly by the landlord.
Safety: Fire Safety, Hazardous Materials	Good	No issues recorded.
Structural: Structural Damage, Roofs	Good	The roof has been repaired recently.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The yard needs some sealing and striping.

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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Last updated: 1/19/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	53.0%	72.0%	53.0%	72.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	38.0%	45.0%	38.0%	45.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	20	95.2%	45.0%
Male	12	11	91.7%	36.4%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	30.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	47.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	30	100.0%	83.3%
Male	20	20	100.0%	85.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	92.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.0%	81.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	80.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	38	38	100.0%	81.6%
Male	29	29	100.0%	75.9%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	77.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.0%	80.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	11	100.0%	54.6%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	21	100.0%	28.6%
Male	12	12	100.0%	41.7%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	23.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	29.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	30	100.0%	63.3%
Male	20	20	100.0%	70.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	61.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.0%	68.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	53.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	38	38	100.0%	39.5%
Male	29	29	100.0%	41.4%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	11.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.0%	26.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	11	100.0%	45.5%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	0.0%	61.0%	0.0%	0.0%	61.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	49	49	100.0%	61.2%
Male	33	33	100.0%	69.7%
Female	16	16	100.0%	43.8%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.0%	41.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	12	12	100.0%	91.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.0%	54.8%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	41.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	91.6%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.2%	34.6%	30.8%
9	29.0%	22.6%	29.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged and have opportunities to attend all parent **meetings** such as School Site Council (SCC), Parent Task Force (PTF), English Learners Advisory Committee (ELAC), coffee with the principal, parent college, and **activities** such as awards ceremonies, schoolwide potlucks, field trips, school-wide fundraising activities, and parent teacher conferences.

Parents are further encouraged to attend workshops such as, financial aid Information night, cash for college, parent student information system training, parent college nights (by grade level), info sessions on school planning meetings. MSA parents volunteer in their student's classrooms and school wide events. All parents are encouraged to take an active role in their student's education through homework, the SIS Parent Portal, and ongoing communication with the school.

MSA-Santa Ana believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-Santa Ana partners with parents to make them aware of the importance of their involvement in their children's education through some combination of activities as listed in the parent involvement info : [Parental Involvement \(School Website\)](#)

The parent involvement contact for this school is Mrs. Johnson, Dean of Culture (714) 479 0115.

State Priority: Pupil Engagement

Last updated: 1/19/2017

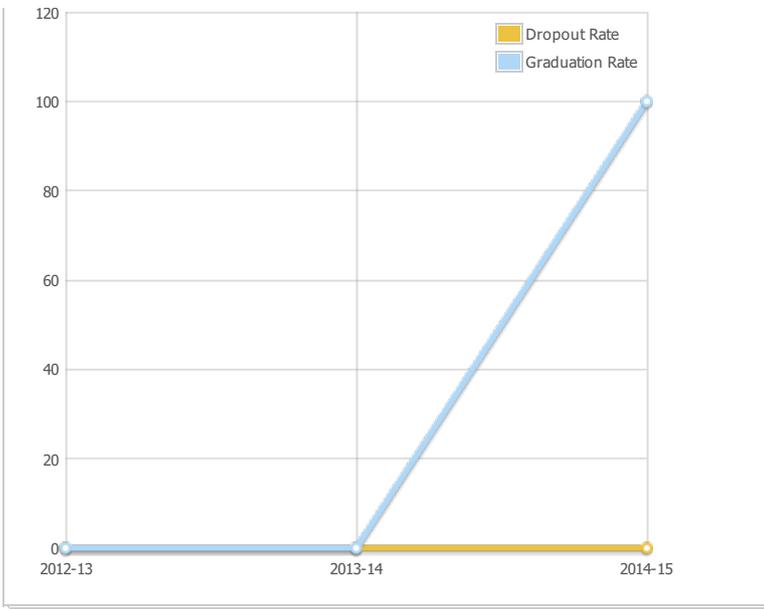
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	100.00						

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/19/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	80	80	85
Black or African American	0	0	77
American Indian or Alaska Native	0	0	75
Asian	100	100	99
Filipino	0	0	97
Hispanic or Latino	100	100	84
Native Hawaiian or Pacific Islander	0	0	85
White	50	50	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	100	100	77
English Learners	0	0	51
Students with Disabilities	0	0	68
Foster Youth	--	--	--

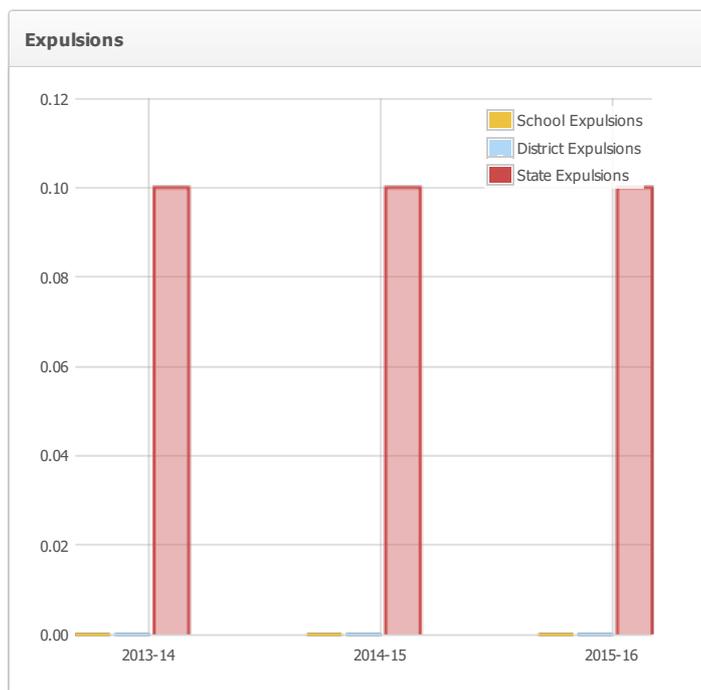
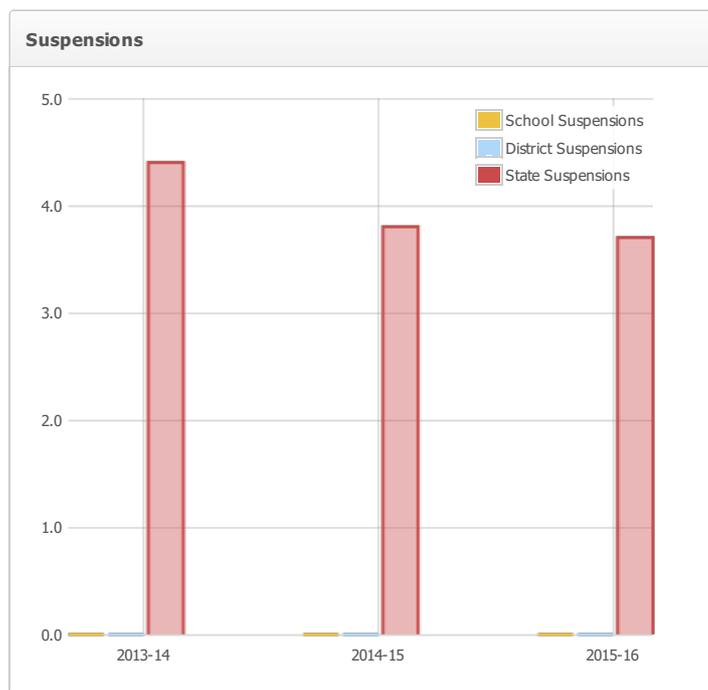
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/19/2017

School Safety Plan (School Year 2016-17)

Magnolia Science Academy-Santa Ana has adopted and implemented a comprehensive health and safety plan to create a safe and secure learning environment, keeps it on file for review and trains its staff annually on the safety procedures outlined in the plan. It is the task of the school administration to monitor all activities consistently to provide safety and security for the students. For this purpose, a "team-on-duty" was created among teachers and assistant teachers to supervise students at all times. The health and safety policies include, but are not be limited to, the following topics:

HEALTH AND SAFETY: The school complies with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

EMERGENCY SITUATIONS: MSA-Santa Ana utilizes its School Safety Plan in responding to emergency situations. The plan is reviewed each year and updated as necessary. MSA-Santa Ana ensures that the staff has been trained in health, safety, and emergency procedures. Staff receives internal memos regarding relevant health and safety issues. Schoolwide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations are conducted at regular intervals throughout the year. MSA-Santa Ana creates and maintains a record of each drill. Additionally, important safety and health topics are addressed in the School's newsletter.

FIRE DRILLS: MSA-Santa Ana complies with the Education Code Section 32001 in regards to conducting fire drills not less than once every calendar month at the elementary level, at least four times every school year at the intermediate levels, and not less than twice every school year at the secondary level. The Office maintains a record of each drill conducted with the amount of time it takes for complete evacuation. Whenever the alarm is given, all students, teachers and other employees quickly leave the building in an orderly manner. Teachers ascertain that no student remains in the building. Designated evacuation routes are posted in each room and hallways. Teachers are prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked. Students remain with their teacher in the evacuation area. Teachers take their roll to ensure that all students are accounted for and be prepared to identify missing students to the office staff and the administrators. Students remain with their teachers at the designated evacuation area until the administrative staff gives the "all clear" signal. Orderly evacuation begins immediately and is completed within minutes of the initial alarm. The students and staff

then return to their appropriate classrooms and the teachers will take roll once more. Missing students are reported to the attendance office.

EARTHQUAKE AND OTHER DISASTER DRILLS: MSA-Santa Ana complies with the Education Code Section 35297 in regards to holding a "drop procedure" practice at least once each school quarter in elementary schools and at least once a semester in secondary schools. MSA-Santa Ana conducts disaster drills to prepare students and staff for any seismic activity and other disasters. The practice drills include the "duck, hold, cover" procedure. A disaster drill commencing with the "duck, hold, cover" procedure is initiated by an announcement over the intercom. Students and staff will hear, "This is an emergency drill. Duck, hold, and cover." Teachers then turn off the lights and have students get under a desk/table or against the wall away from the windows. Students remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement on the intercom, or a visible signal from the administrative staff. In the case of a real earthquake, everyone engage in the "duck, hold, cover" procedure immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions. In the case of disasters other than earthquakes, the administrative staff contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an "all clear" or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teachers make sure that all doors, windows, and vents remain closed. The school site maintenance staff turn off the gas. All unassigned staff report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or other natural disaster, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff. MSA-Santa Ana has prepared general classroom safety rules to help make classrooms safer in the event of serious seismic activity. This list of rules advises teachers, for example, to have their emergency clipboards readily available near the entrance/exit to their classrooms, instructs teachers and staff not to store heavy objects on top of cabinets, exits and ways of travel are to be kept free of obstructions and have their earthquake buckets at a visible location in the classroom. MSA-Santa Ana also participates in the Great California ShakeOut, a statewide program that helps people and organizations prepare for major earthquakes, and also practice how to respond when they happen.

BOMB THREATS: Every person receiving the call must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance. Therefore, the person receiving the threat will get as much information as possible from the caller. This includes the time of the day, wording of the message, background noises, quality of the voice and information about where the bomb is, what time it will go off, etc. The person receiving the threat should delay the caller as long as possible while s/he alerts another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter notify the police via 911. Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word "safe school drill" will be given over the intercom and evacuation procedures will be followed. The office staff will coordinate information requests from/to law enforcement, the telephone company, and the parents/guardians. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas including outdoor facilities.

EVACUATION PLAN: A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school will be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word "safe school drill" over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their emergency clipboards that include class attendance rosters with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Last updated: 1/19/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Note: Cells with NA values do not require data.

Last updated: 1/19/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	20.0	2	5	0	20.0	1		
Other	0.0	0	0	0	0.0	0	0	0	0.0	0		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/13/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	13.0	16	0	0	14.0	8	1	0
Mathematics	0.0	0	0	0	7.0	10	0	0	16.0	9	0	0
Science	0.0	0	0	0	16.0	14	0	0	18.0	7	0	0
Social Science	0.0	0	0	0	14.0	10	0	0	16.0	8	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/13/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	144.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	3.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Total Expenditures Per Pupil
\$ 11,558

Expenditures Per Pupil (Supplemental / Restricted)
\$ 1,939

Expenditures Per Pupil (Basic / Unrestricted)
\$ 9,619

Average Teacher Salary
\$53,830

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and	N/A	N/A	--	--

District				
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/13/2017

Types of Services Funded (Fiscal Year 2015-16)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

Last updated: 1/13/2017

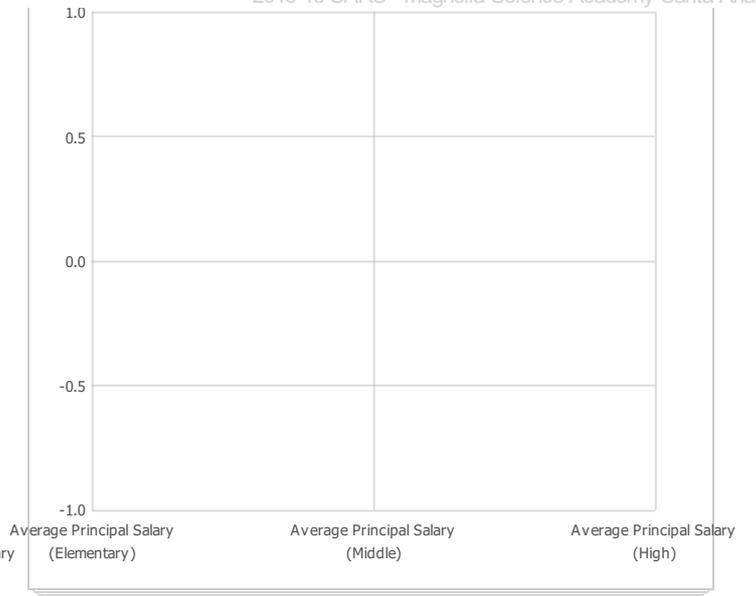
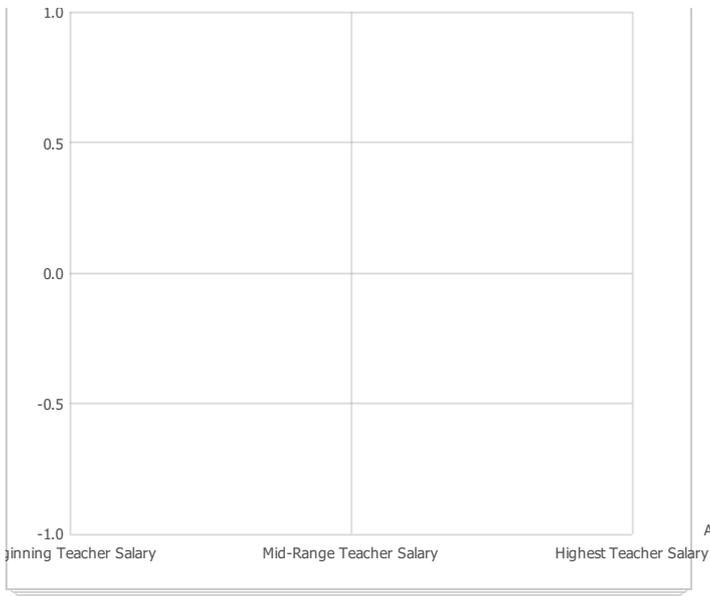
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$
Mid-Range Teacher Salary	\$	\$
Highest Teacher Salary	\$	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	0.0%	0.0%
Percent of Budget for Administrative Salaries	0.0%	0.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/13/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science	2	N/A
All Courses	3	5.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/13/2017

Professional Development**Professional Learning Communities (PLC) MSA-Santa Ana will make use of PLCs to:**

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

All teachers will meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (MAP, CAASPP, CELDT, etc.,)
- Improve instructional strategies per data indicators

- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade level teachers will meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation etc.,)
- Support for students with academic challenges (IEP, 504, RTI, SSR, A.R., A.M., Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships, etc.,)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Summer in-service programs:

MSA-Santa Ana will also hold orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program will be held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations:

MPS believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations:

All teachers will be observed in the classroom by department chairs, administrative team (dean of academics, principal and chief academic officer), and by Accord. A rubric guides observation and allows for the development of constructive feedback. MPS' formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers will be evaluated annually. A pre-conference and post conference will be scheduled for each of the evaluation.

Walkthroughs:

MPS administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program (BTSA):

MPS provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Scheduled Professional Development:

- National Charter Schools Conference: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS). (June of each year)
- California Charter Schools Association (CCSA) Conference: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference. (March of each year)
- Charter Schools Development Center (CSDC): Based on organizational need aligned with the schedule, selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute. (June of each year)
- Accord Institute for Education Research (Accord): All Magnolia faculty and administration attend the Accord Institute's annual Teacher and Leadership Workshop. (September of each year)
- Magnolia Public Schools (MPS) professional development days: MPS Professional Development Days are held for a full day once each semester. Issues such as student achievement data, differentiated instruction, intervention, SDAIE, and departmental collaboration among MPS teachers are discussed.

Other professional development programs that MSA-Santa Ana will considers include:

- College Board's Workshops and Seminars (typically in the summer)
- Association of Latino Administrators and Superintendents Conference (Summer Institute)
- National Council of Teachers of Mathematics Conference (April of each year)
- National Science Teachers Association Conference (March/April of each year)
- National Council of Teachers of English Conference (November of each year)

- California Council for History Education Conference (October of each year)
- California Science Teachers Association (CSTA) (October of each year)
- California Association of Mathematics Teacher Educators Conference (February of each year) Additionally, professors and professional teacher trainers from area universities as well as other universities and institutions will be identified and invited to conduct professional development activities at MSA-Santa Ana.

Common Core State Standards (CCSS) Transition:

- Full Implementation (2014-15) Topics 1- Building awareness of the CCSS shift and focus
- Common Core Standards Shifts
- State implementation plans 2- Anticipating challenges and preparing towards them
- Teacher frictions
- Textbook, Resources/budget
- Assessment
- Technology 3- Preparation: Gathering resources and tools a. Establishing a team to oversee the transition
- Admin Team, Counselor, Math Dept., English Dept. b. Awareness campaigns
- Students, Parents, Board and Community 4- Managing the change (transition to CCSS)
- Timeline (Action, responsibilities, benchmarks, deadlines)
- Establish the culture
- Literacy instruction
- Text complicity and informational text
- Close reading and text based response
- Writing across content area
- Mathematics instruction
- Student engagement and collaboration
- Instructional time
- Create and learn vs. "Sit and Get"
- Professional Development

- Assessment 5- Fixing related problems 6- Improving practices and results Scheduled PD on CCSS (with Approximate Dates)
- CCSA Conference (March of each year; CCSS sessions for teachers/administrators)

Ongoing Professional Development Program for Special Education:

MSA-Santa Ana will conduct ongoing in-services for special education. During the August in-service training a school psychologist trains our entire staff about services and programs related to students with learning disabilities. MSA-Santa Ana will have a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers will attend workshops and trainings provided by the SELPA and attend a resource conference to hear from additional experts in the field of special education. The professional training in special education includes:

- Laws and regulations aligned with the IDEA
- Implementation of modifications and accommodations
- State test requirements/options for students with disabilities
- Writing Individualized Education Programs (IEP)
- IEP meeting procedures
- Rights and responsibilities of parents, students, and teachers
- Section 504 plans In addition to the August sessions, MPS conducts quarterly training sessions about special education.

Last updated: 1/13/2017

Cover Sheet

Approval of El Dorado Special Programs Application for MSA 1, 2, 3

Section: II. Consent Items
Item: H. Approval of El Dorado Special Programs Application for MSA 1,
2, 3
Purpose: Vote
Submitted by:
Related Material: II H SELPA.pdf



Board Agenda Item #	Agenda # II H
Date:	1/19/17
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	SELPA

Proposed Board Recommendation

I move that the board approve the applications for Magnolia Science Academy 1,2 and 3 to join the El Dorado Special Education Local Plan Area (SELPA).

Background

Magnolia Science Academy 1-3 were previously part of the LAUSD SELPA however with the new authorization they have to apply at another SELPA. Magnolia is currently a partner in great standing with El Dorado SELPA for two of our schools and are looking forward to working with them for MSA 1-3.

Budget Implications

Each Magnolia Public School has special education fees included in their school budgets.

Name of Staff Originator:

Victoria Marzouk, Director of Special Programs

Attachments

El Dorado SELPA application

AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

The El Dorado Charter Special Education Local Plan Area (SELPA) as authorized by the California State Board of Education assists California charter schools that have successfully completed the SELPA membership process and have signed this Agreement for Participation (Agreement) which are deemed Local Educational Agencies pursuant to Education Code Section 47641, in meeting their obligations to provide special education and related services (each term as defined in 20 U.S.C. Section 1401 and the applicable rules, regulations and interpretive guidance issued thereunder and collectively referred to as Services) to applying or enrolled students actually or potentially entitled to Services under applicable state and federal laws and regulations (Students). SELPA Membership also ensures compliance with the LEA Member's obligations under Education Code Sections 56195, et. seq.

It is the goal of the El Dorado Charter Special Education Local Plan Area (SELPA) that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs. It is the intent of the Charter SELPA that special education programs be coordinated and operated in accordance with the governance structure.

The respective Charter Schools who are signatories hereto, the El Dorado County Office of Education (EDCOE), and the El Dorado Charter SELPA, mutually agree as follows:

DEFINITIONS

LEA: as described in Education Code Section 56026.3., shall refer to a specific LEA Member Charter School or Charter School development organization as appropriate.

RLA: Responsible Local Agency, as described in Education Code Section 56030. Federal Regulations use the term "Administrative Unit" or "AU". For purposes of this Agreement, the El Dorado County Office of Education shall be the RLA or AU for the El Dorado County Charter SELPA.

Charter SELPA CEO Council: This group is composed of a representative from each Charter School in the Charter SELPA at the Chief Executive Officer level. Organizations that operate more than one Charter School at their option may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. This group would meet regularly with the County Superintendent of Schools to direct and supervise the implementation of the Local Plan.

Charter Executive Committee: The Charter Executive Committee is comprised of representatives from the Charter SELPA CEO Council and shall include the El Dorado County Superintendent and staff designees.

Efforts will be made to ensure the committee has broad representation in a variety of areas; e.g. various geographical areas of the Charter SELPA, CMO representation, single charter, large charter, small charter, original founding members, new members. This committee serves as an informal advisory body to the Charter SELPA AU.

Charter Special Education Steering Committee: This Steering Committee serves in an advisory capacity to the Charter SELPA Associate Superintendent. Each Charter School is entitled to select one representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the Charter SELPA Associate Superintendent and receiving and disseminating direct program/instructional information.

Special Education Community Advisory Committee – CAC: Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the Charter SELPA Associate Superintendent on the implementation of the El Dorado Charter SELPA Local Plan for Special Education in Charter Schools (“Local Plan”) as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. §§ 56190-56194.

Because of the geographic diversity anticipated within the El Dorado Charter SELPA many meetings will be conducted through the use of teleconferencing or video conferencing.

IEP (Individualized Education Program): A plan that describes the child's current abilities, sets annual goals and instructional objectives, and describes the education services needed to meet these goals and objectives in accordance with E.C. § 56032.

IEP Team: A group of team members, as defined in Education Code § 56341, who meet for the purpose of determining student eligibility for special education and developing, reviewing, or revising a pupil's IEP and recommendations for placement.

LEA MEMBER RESPONSIBILITIES AND DUTIES:

Each LEA agrees that it is subject to the following responsibilities and duties under this Agreement, all adopted SELPA policies and procedures, the Local Plan, and governing federal and state laws and regulations (collectively, LEA Member Obligations), compliance with which is a condition precedent to membership, and continuing membership, in the SELPA, and these responsibilities and duties cannot be delegated to another entity.

The LEA Member as a participant in the Local Plan shall perform the following and be exclusively responsible for all costs, charges, claims and demands arising out of or related to its own pupils and its respective programs operated by the LEA Member:

- A. Adhere to the Local Plan, Policies and procedures as adopted by the Charter CEO Council.
- B. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;
- C. Conduct and/or contract those programs operated by the LEA Member in conformance with the Local Plan and the state and federal mandates;
- D. Organize and administer the activities of the IEP Teams, including the selection of the LEA Member staff and who will serve as members of the IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;
- E. Organize and maintain the activities of the Resource Specialist Program in conformance with

- Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;
- F. Provide facilities as required to house the programs conducted by the LEA;
 - G. Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA Member;
 - H. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA Member;
 - I. Cooperate in the development of curricula for the classes and the development of program objectives with the AU. Cooperate in the evaluation of the programs as specified in the Local Plan, with the AU;
 - J. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the AU;
 - K. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;
 - L. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;
 - M. Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan;
 - N. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;
 - O. Designate a person to represent the LEA Member on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;
 - P. Designate a representative for the LEA Member to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;
 - Q. Designate the LEA Member Superintendent/CEO or School Leader by whatever name designated to represent the LEA Member on the Charter CEO Council to supervise and direct the implementation of the Plan;
 - R. Receive special education funding from El Dorado County in accordance with the Charter SELPA's Allocation and Budget Plan.
 - S. It is understood that except as otherwise may be specifically agreed from time to time the RLA shall have no responsibility for the operation of any direct educational program service of any kind.
 - T. Each LEA Member shall annually provide RLA with LEA Member's annual audit report, as conducted according to Education Code Section 47605(b)(5)(l). Annual submission shall be made annually, no later than January 31st. LEA Member further agrees to forward RLA copies of State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA Member be the subject of a FCMAT report (or other agency review) that indicates concern with inappropriate use of funds, financial insolvency concerns, or operational concerns, the LEA Member shall notify RLA and provide the RLA with a copy of the report.
 - U. Charter LEA Member "Member" hereby agrees to indemnify and hold harmless the El Dorado County Office of Education "EDCOE", the El Dorado Board of Education, the El Dorado County Superintendent of Schools, the El Dorado Charter SELPA, and attorneys hereby collectively referred to jointly as "SELPA", and all of their officers, directors, employees, agents, and representatives and attorneys against any and all claims, losses, penalties, fines,

forfeitures, judgments, reasonable attorney's fees, and related litigation costs, fees, and expenses and amounts actually and reasonably incurred in settlement that result from any act or omission by or on behalf of Member by SELPA under this Agreement, unless the act or omission constitutes gross negligence, willful misconduct, or breach of fiduciary duty by any officer, director, partner, agent, or employee of SELPA in connection with SELPA's performance under this Agreement and the amounts would not have been covered under Members' insurance that result from any act or omission constituting gross negligence or willful misconduct by any officer, director, or employee of SELPA in connection with SELPA's performance under this Agreement.

AU/RLA DUTIES AND RESPONSIBILITIES:

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support, and coordinate the implementation of the El Dorado County Local Plan for Special Education in Charter Schools participating in the Charter SELPA. In addition, the AU shall perform such services and functions as required to accomplish the goals set forth in the plan. Such services include, but are not limited to, the following:

- A. Act as agent for Charters participating in the Plan as specified in the Local Plan. Receive, compile and submit required enrollment reports and compute all special education apportionments as authorized under Education Code Section 56836 et seq. Receive data from each LEA Member to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted. Receive the special education apportionments of Regionalized Services as authorized under Education Code Section 56836.02;
- B. Coordinate with LEA Member's in the development and implementation of a systematic method for referring and placing individuals with exceptional needs who reside in the Charter, including the methods and procedures for communication with the parents and/or guardians of the individuals according to procedures in the Local Plan;
- C. Coordinate the development and implementation of curriculum and program objectives and provide for continuous evaluation of the special education programs in accordance with the Local Plan;
- D. Coordinate the organization and maintenance of the Special Education Community Advisory Committee (CAC) as part of the responsibility of the AU to coordinate the implementation of the plan pursuant to Education Code Section 56030. Provide for the attendance of designated members of the AU's staff at all regularly scheduled Special Education Community Advisory Committee meetings;
- E. Coordinate community resources with those provided by LEA Member and the AU, including providing such contractual agreements as may be required;
- F. Organize and maintain the Charter Special Education Steering Committee to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:
 1. Monitoring the application of eligibility criteria throughout the Local Plan area;
 2. Coordinating the implementation of the transportation for special education pupils;
 3. Coordinating the system of data collection, management, and evaluation;
 4. Coordinating personnel development and curriculum development for special education, including alternative dispute resolution;
 5. Coordinating the identification, referral, assessment, instructional planning,

- and review procedures, including the communication with parents and/or legal guardians regarding rights and responsibilities for special education;
 - 6. Developing interagency referral and placement procedures; and,
 - 7. Evaluating the effectiveness of special education programs.
- G. Support the Charter SELPA CEO Council by attendance and participation of the County Superintendent and/or designees and the Charter SELPA Associate Superintendent at meetings;
 - H. Provide for regular inservice training for AU and LEA Member staff responsible for the operation and conduct of the Local Plan. Regular inservice training may also be provided to CAC representatives;
 - I. Provide the method and the forms to enable the LEA Member to report to the AU on student enrollment and program expenditures. Establish and maintain a pupil information system;
 - J. Provide reasonable assistance to the LEA Member upon request from LEA Member administration, or individual cases, including but not limited to:
 - 1. Complaint issues;
 - 2. Hearing issues; and
 - 3. Identification of appropriate programs for specific pupils.
 - K. Perform other services reasonable and necessary to the administration and coordination of the Plan;
 - L. Receive special education funding and distribute funds in accordance with the Charter SELPA Allocation and Budget Plan.
 - M. Schedule a public hearing at the El Dorado County Office of Education for purposes of adopting the Annual Service Plan and Budget Plan.

PROVISIONS OF THE AGREEMENT

- A. Consistent with this Agreement each LEA Member shall have full and exclusive authority and responsibility for classifying employment positions within their respective LEA Member.
- B. No LEA Member may enter into any agreement, MOU or other undertaking that would bind or limit independent decision making on the same or similar matters by any other LEA Member.
- C. The managerial prerogatives of any participating LEA Member shall not be infringed upon by any other participating LEA Member except upon mutual consent of an affected LEA Member(s), or unless as otherwise set forth by this Agreement.
- D. Any LEA Member may terminate its Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
 - 1. Prior initial written notice of intended termination to the RLA of at least one year, and
 - 2. Final written notice of termination to the RLA no more than six months after the LEA Member's initial notice of intended termination.

The RLA County Superintendent of Schools may terminate any LEA Member's Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:

- 1. Prior initial written notice of intended termination to the LEA Member of at least one year, and
- 2. Final written notice of termination to the LEA Member no more than six months after the RLA's initial notice of intended termination.
- 3. Summary Termination:

Notwithstanding anything contained herein to the contrary, the Charter SELPA, in its sole discretion, may initiate and complete the termination process, as provided for herein, in accordance with standards and a reasonable summary timeline as determined by the Charter SELPA.

The summary standards and timeline as determined by the Charter SELPA shall, at a minimum, provide an LEA Member a reasonable opportunity for prior written notice and an opportunity to be heard.

Specifically the timeline and appeal process above does not preclude the Charter SELPA from initiating and completing the termination process in less than 12 months or by June 30th of the year immediately preceding the summary termination, if the member demonstrates:

- a) Egregious disregard of state and federal requirements to provide services to students, and/or
 - b) Demonstrated systemic and material issues that would cause the Charter SELPA AU to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause Charter SELPA AU to believe the Charter SELPA would be harmed by the continued membership of the LEA.
- E. Funding received by a charter is subject to the elements of the allocation plan. The Allocation Plan is updated on an annual basis and approved by CEO Council. Funding is subject to administrative fees, set-aside provisions, differentiated funding in year 1 and year 2, and potential recapture provisions if funds are not spent. All of these details are outlined in the allocation plan document. Participants agree by signing this document to agree to the provisions of the allocation plan.
 - F. In accordance with their needs, the LEA Members and the AU in El Dorado County shall continue to manage and operate programs in their respective LEAs in accordance with Education Code Section 56172.
 - G. The Charter CEO Council shall have the responsibility and right to monitor and correct any special education matter which affects the Special Education Local Plan Area. The AU staff shall be responsible for coordinating and informing the governance structure on any such matter.
 - H. The LEA Members and the AU will maintain responsibility for program administration for the service they provide. All administrative requirements that govern that unit will be in effect regarding special education services. The Superintendent and/or Administrators of Special Education in each LEA Member and in the AU will be responsible for the daily operation of their respective programs.
 - I. The student program placement is and shall remain the responsibility of the respective LEA Member. Student admission and transfer shall be determined in accordance with the respective charter, SELPA and El Dorado County Board policies and the respective charter, SELPA and El Dorado County procedures established in accordance with the identification, assessment, instructional planning and placement set forth in the Local Plan. Nothing contained herein shall be interpreted as providing automatic transfer rights to parents or students. The charter enrolling any pupil shall have the exclusive right to approve placement in any other agency. Each LEA of service shall have the right to determine if such LEA is able to provide a free, appropriate public education for the pupil.
 - J. Supervision and other incidents of employment of special education staff will be the responsibility of the respective LEA Member or AU. Each LEA Member and the RLA shall have full exclusive and independent control over the development, change, implementation and application of all evaluation procedures their respective LEA Member or in the RLA as the case may be. All LEA Members shall have full and exclusive authority to recruit, interview, and hire special education staff as needed by such LEA Member to provide continuity and service to their special education students.
 - K. The Charter SELPA CEO Council shall approve Charter SELPA policies, administrative regulations, the Allocation Plan and material changes to the Local Plan. The El Dorado County Board of Education shall meet the legal requirement of conducting a public hearing and adopting the annual service plan and budget plan. These documents shall be provided to

the CEO Council as an information item at their next regularly scheduled meeting.

WARRANTIES AND REPRESENTATIONS:

As a condition of membership, each LEA Member warrants and represents that at no time during such LEA Member's membership in the El Dorado Charter SELPA shall any such LEA Member, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All Funding provided through the El Dorado Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA Member from expending funds for certified agency or certified non-public school purposes for the benefit of children served, in accordance with the approved Master Contract as noted in Education Code.

STANDARD OF CONDUCT

Each LEA Member, at all times, shall conduct itself in such a manner as to act in the best interests of all other Charter SELPA members. LEA Members shall not engage in any activity or enterprise which would tend to injure or expose the Charter SELPA or any of its members to any significant risk of injury or any kind. No LEA Member shall undertake to independently act on behalf of the Charter SELPA or any of its members without express written authorization of the Charter SELPA.

RESERVATION OF RIGHTS

The RLA shall not be responsible for any LEA Member or Charter SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

INDEMNIFICATION AND HOLD HARMLESS

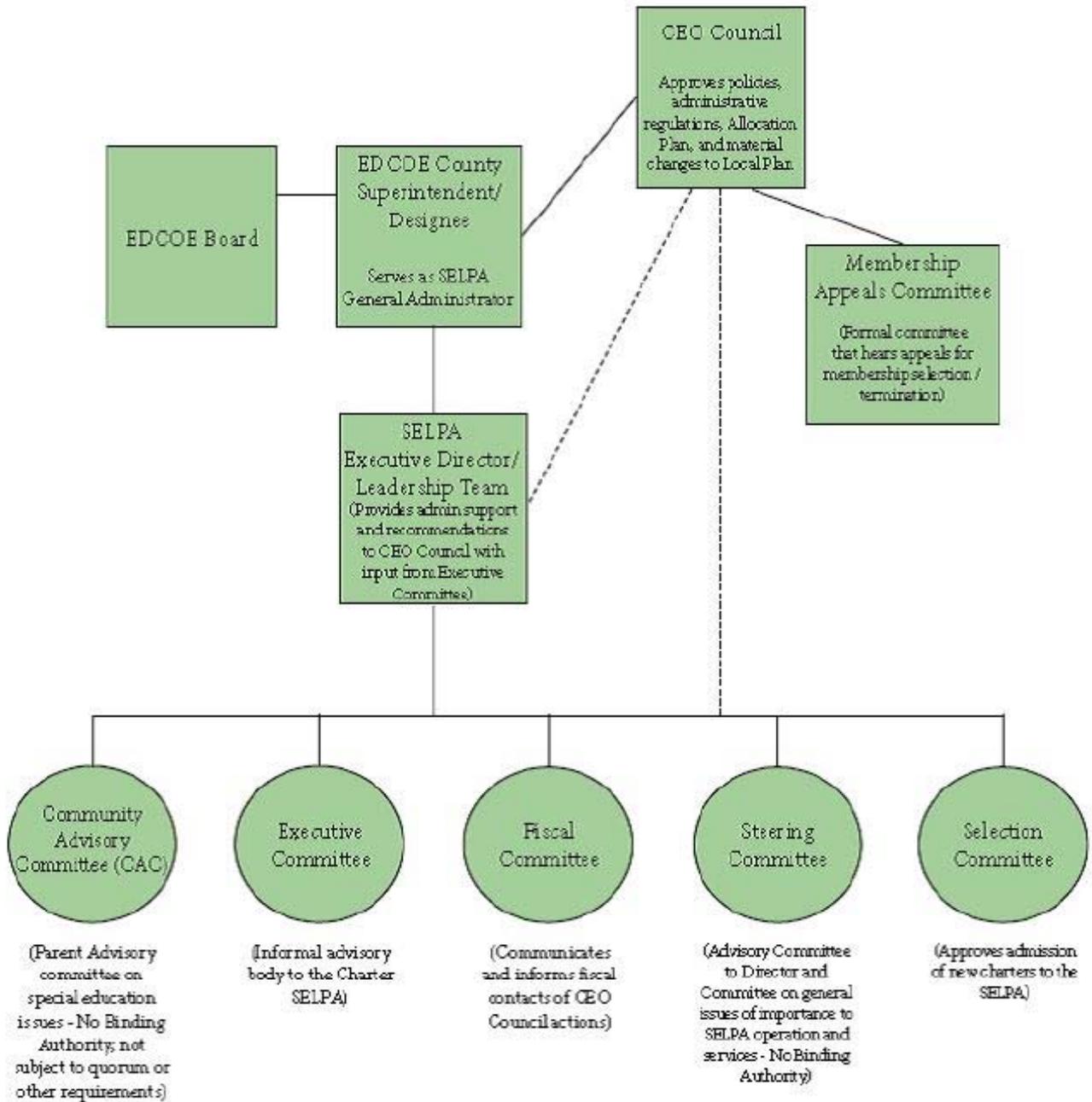
To the fullest extent allowed by law, each LEA Member agrees to defend, indemnify, and hold harmless the SELPA and its individual other Members, El Dorado County Office of Education, and the Superintendent, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arises in any manner from an actual or alleged failure by a LEA Member to fulfill one or more of the LEA Member's Obligations except to the extent that such suit arises from the RLA's negligence.

Further, the El Dorado Charter SELPA shall be responsible for holding harmless and indemnifying the RLA for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from the RLA's negligence.

FULL DISCLOSURE

Except as otherwise prohibited by law, upon request by the Charter SELPA or any of its members, a Charter SELPA member shall provide any requested information, documents, writings or information of any sort requested without delay.

El Dorado County Charter SELPA Flow Chart



This agreement is entered into for the 2017-18 year and, absent a new agreement or termination, continues each year thereafter.

In accordance with SELPA policy, _____
(Charter LEA Name)

certifies that this agreement has been approved by the appropriate local board(s).

Signed: _____ Title: _____

Executed on this _____ day of _____, 20____.

EL DORADO COUNTY OFFICE OF EDUCATION APPROVAL

Date: _____

Ed Manansala, Superintendent
El Dorado County Office of Education

Date: _____

Robbie Montalbano, Deputy Superintendent
El Dorado County Office of Education

Date: _____

David M. Toston, Associate Superintendent,
SELPA Programs
El Dorado County Office of Education



SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY ASSURANCES

1. Free Appropriate Public Education 20 United States Code (USC) Section (§) 1412 (a)(1)

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. Full Educational Opportunity 20 USC § 1412 (a)(2)

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. Child Find 20 USC § 1412 (a)(3)

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) 20 USC § 1412 (a)(4)

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. Least Restrictive Environment 20 USC § 1412 (a)(5)

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. Procedural Safeguards 20 USC § 1412 (a)(6)

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. Evaluation 20 USC § 1412 (a)(7)

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. Confidentiality 20 USC § 1412 (a)(8)

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. Part C, Transition 20 USC § 1412 (a)(9)

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. Private Schools 20 USC § 1412 (a)(10)

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. Local Compliance Assurances 20 USC § 1412 (a)(11)

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California *Education Code*, Part 30.

12. Interagency 20 USC § 1412 (a)(12)

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. Governance 20 USC § 1412 (a)(13)

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. Personnel Qualifications 20 USC § 1412 (a)(14)

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. Performance Goals and Indicators 20 USC § 1412 (a)(15)

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. Participation in Assessments 20 USC § 1412 (a)(16)

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. Supplementation of State/Federal Funds 20 USC § 1412 (a)(17)

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. Maintenance of Effort 20 USC § 1412 (a)(18)

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. Public Participation 20 USC § 1412 (a)(19)

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. Rule of Construction 20 USC § 1412 (a)(20)

(Federal requirement for State Education Agency only)

21. State Advisory Panel 20 USC § 1412 (a)(21)

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION 20 USC § 1412 (a)(22)

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. Access to Instructional Materials 20 USC § 1412 (a)(23)

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. Overidentification and Disproportionality 20 USC § 1412 (a)(24)

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. Prohibition on Mandatory Medicine 20 USC § 1412 (a)(25)

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. Distribution Of Funds 20 USC § 1411(e),(f)(1-3)

(Federal requirement for State Education Agency only)

27. Data 20 USC § 1418 (a-d)

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. Reading Literacy (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, Special Education Local Plan Area's (SELPA) Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. Charter Schools EC 56207.5 (a-c)

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations,

(Charter LEA name)

certifies that this plan has been adopted by the appropriate local board(s) (LEA/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code (USC)* 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations (CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Yeas: _____ Nays: _____

Signed: _____

Title: _____
Charter CEO/Charter Governing Board Secretary (or use appropriate title)

Approved this _____ day of _____, 20_____.

SELPA ADDITIONAL ASSURANCES.

Your signature on this application indicates your assurance that you agree to adhere to the following additional requirements:

1. Utilize SELPA approved forms and documents, including the Special Education Information System (SEIS) and all computer hardware necessary;
2. Ensure capability to web-conference;
3. Attend meetings in person or through web-conference as required;
4. Adopt and implement the El Dorado County Charter SELPA Policy and Procedural Guide;
5. Expend all State and Federal special education funds as required by law and defined in the Charter SELPA Allocation Plan;
6. Ensure that students will be instructed in a safe environment;
7. Assume the legal and financial responsibilities to provide a free and appropriate public education to students with special needs. Financial responsibility may include, but is not limited to, instruction, related services, transportation, NPA/NPS placements, intra-SELPA placements, due process hearing proceedings and attorney fees;
8. Hold harmless, indemnify and defend the El Dorado County Charter SELPA, Superintendent and his/her officers, agents and employees from any and all liabilities, claims, costs, expenses and damages arising from or connected with the services to be performed under this agreement.
9. Submit all reports within required time lines (CASEMIS, budget, Maintenance of Effort, etc.);
10. Comply with the requirements of Section 504 of the Rehabilitation Act and develop appropriate plans for students as needed;
11. Ensure facility access compliant with the Americans with Disabilities Act (ADA) or appropriate plans for future implementation;
12. Follow all Federal and State Laws regarding discipline and change of placement of students identified with special needs;
13. Participate in staff development activities as needed to ensure staff understanding of special education laws and regulations.

Date of Board Approval for Application and Assurances _____

Signature of Applicant CEO/Director:

Name

Date

Cover Sheet

Approval of College Readiness Block Grant Expenditure Plan for MSA 1-4 and Santa Ana

Section: II. Consent Items
Item: I. Approval of College Readiness Block Grant Expenditure Plan for MSA 1-4 and Santa Ana
Purpose: Vote
Submitted by:
Related Material: II I College Readiness MSA 1-4,SA.pdf



Board Agenda Item #	Agenda II I
Date:	January 19, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of College Readiness Block Grant Expenditure Plan for MSA 1-4 and Santa Ana

Proposed Board Recommendation

I move that the board approve the College Readiness Block Grant Expenditure Plans for MSA 1, 2, 3, 4 and Santa Ana.

Background

The College Readiness Block Grant is established for the purposes of providing California's high school pupils, particularly unduplicated pupils as defined in Education Code (EC) sections 42238.01 and 42238.02, additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years.

MSA-1, 2, 3, 4, and Santa Ana are eligible for this grant, each entitled a one-time funds of \$75,000.00. As a condition, each school has to develop a plan describing how funds will increase or improve services for unduplicated pupils to ensure college readiness and include information on how it aligns with the LEA's local control and accountability plan. The plans are attached.

Budget Implications

\$75,000.00 entitlement per school

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

This action supports student access and successful matriculation to institutions of higher education by increasing and improving services for unduplicated students to ensure college readiness.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- MSA-1 College Readiness Block Grant Expenditure Plan
- MSA-2 College Readiness Block Grant Expenditure Plan
- MSA-3 College Readiness Block Grant Expenditure Plan
- MSA-4 College Readiness Block Grant Expenditure Plan
- MSA-Santa Ana College Readiness Block Grant Expenditure Plan

The College Readiness Block Grant (CRGB) Expenditure Plan

LEA:	Magnolia Science Academy
Entitlement:	\$75,000.00
FY:	These funds are available for expenditure or encumbrance through the 2018–19 fiscal year. The LEA intends to expend the funds within the 2016-17 FY.
Activities:	<p>In order to support student access and successful matriculation to institutions of higher education and to increase and improve services for unduplicated students to ensure college readiness, the LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ol style="list-style-type: none"> (1) Providing teachers, administrators, and counselors with professional development opportunities to improve student A–G course completion rates, student college-going rates, and college readiness of students (2) Providing professional development opportunities to develop honors and Advanced Placement courses (3) Providing professional development and coaching to support teachers of honors and Advanced Placement courses (4) Increasing counseling services to students and their families regarding college admission requirements and financial aid programs (5) Developing Advisory period curriculum and materials to support college readiness, including curriculum and materials that support high performance on assessments required for admittance to a postsecondary educational institution, such as ACT/SAT. (6) Developing four-year comprehensive advising plans to support student completion of A–G course requirements (7) Building and strengthening partnerships with the UC, the CSU, and other postsecondary educational institutions to establish early academic outreach and college preparatory programs (8) Providing subsidies to unduplicated students, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams (9) Expanding access to coursework or other opportunities to satisfy A–G course requirements to all students through online education and dual enrollment (10) Providing computer/technology classes and blended learning experience to support college readiness of students
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the CRBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 3% from 2016 to 2017. ▪ For all student subgroups, the percentage of students performing proficient on the

The College Readiness Block Grant (CRGB) Expenditure Plan

	<p>Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring.</p> <ul style="list-style-type: none"> ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. ▪ At least 80% of students in grades 9-11 will participate in the PSAT test. ▪ At least 40% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. ▪ At least 50% of students in grade 11 will demonstrate college readiness pursuant to the new LCFE evaluation rubrics. ▪ At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “meet or exceed standard” on the related state standardized tests) in core subjects and electives. ▪ At least 80% of all students enrolled in the Charter School’s Computer/Technology classes will demonstrate proficiency. ▪ Charter School will maintain a four-year cohort graduation rate of at least 90%.
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the CRBG funds as follows:</p> <ul style="list-style-type: none"> ▪ Trainings & PD: \$25,000.00 ▪ Contract and/or Consultant: \$20,000.00 ▪ Coach: \$14,500.00 ▪ Exam Fees & Materials: \$10,500.00 ▪ College Readiness Contract: \$5,000.00 TOTAL: \$75,000.00
MPS Board Approval Date:	December 8, 2016

The College Readiness Block Grant (CRGB) Expenditure Plan

LEA:	Magnolia Science Academy-2
Entitlement:	\$75,000.00
FY:	These funds are available for expenditure or encumbrance through the 2018–19 fiscal year. The LEA intends to expend the funds within the 2016-17 FY.
Activities:	<p>In order to support student access and successful matriculation to institutions of higher education and to increase and improve services for unduplicated students to ensure college readiness, the LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ol style="list-style-type: none"> (1) Providing teachers, administrators, and counselors with professional development opportunities to improve student A–G course completion rates, student college-going rates, and college readiness of students (2) Providing professional development opportunities to develop honors and Advanced Placement courses (3) Providing professional development and coaching to support teachers of honors and Advanced Placement courses (4) Increasing counseling services to students and their families regarding college admission requirements and financial aid programs (5) Developing Advisory period curriculum and materials to support college readiness, including curriculum and materials that support high performance on assessments required for admittance to a postsecondary educational institution, such as ACT/SAT. (6) Developing four-year comprehensive advising plans to support student completion of A–G course requirements (7) Building and strengthening partnerships with the UC, the CSU, and other postsecondary educational institutions to establish early academic outreach and college preparatory programs (8) Providing subsidies to unduplicated students, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams (9) Expanding access to coursework or other opportunities to satisfy A–G course requirements to all students through online education and dual enrollment (10) Providing computer/technology classes and blended learning experience to support college readiness of students
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the CRBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017.

The College Readiness Block Grant (CRGB) Expenditure Plan

	<ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. ▪ At least 80% of students in grades 9-11 will participate in the PSAT test. ▪ At least 30% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. ▪ At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “meet or exceed standard” on the related state standardized tests) in core subjects and electives. ▪ At least 80% of all students enrolled in the Charter School’s Computer/Technology classes will demonstrate proficiency. ▪ Charter School will maintain a four-year cohort graduation rate of at least 75%.
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the CRBG funds as follows:</p> <ul style="list-style-type: none"> ▪ Trainings & PD: \$15,000.00 ▪ Contract and/or Consultant: \$25,000.00 ▪ Coach: \$14,500.00 ▪ Exam Fees & Materials: \$15,500.00 ▪ College Readiness Contract: \$5,000.00 TOTAL: \$75,000.00
MPS Board Approval Date:	December 8, 2016

The College Readiness Block Grant (CRGB) Expenditure Plan

LEA:	Magnolia Science Academy-3
Entitlement:	\$75,000.00
FY:	These funds are available for expenditure or encumbrance through the 2018–19 fiscal year. The LEA intends to expend the funds within the 2016-17 FY.
Activities:	<p>In order to support student access and successful matriculation to institutions of higher education and to increase and improve services for unduplicated students to ensure college readiness, the LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ol style="list-style-type: none"> (1) Providing teachers, administrators, and counselors with professional development opportunities to improve student A–G course completion rates, student college-going rates, and college readiness of students (2) Providing professional development opportunities to develop honors and Advanced Placement courses (3) Providing professional development and coaching to support teachers of honors and Advanced Placement courses (4) Increasing counseling services to students and their families regarding college admission requirements and financial aid programs (5) Developing Advisory period curriculum and materials to support college readiness, including curriculum and materials that support high performance on assessments required for admittance to a postsecondary educational institution, such as ACT/SAT. (6) Developing four-year comprehensive advising plans to support student completion of A–G course requirements (7) Building and strengthening partnerships with the UC, the CSU, and other postsecondary educational institutions to establish early academic outreach and college preparatory programs (8) Providing subsidies to unduplicated students, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams (9) Expanding access to coursework or other opportunities to satisfy A–G course requirements to all students through online education and dual enrollment (10) Providing computer/technology classes and blended learning experience to support college readiness of students
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the CRBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017.

The College Readiness Block Grant (CRGB) Expenditure Plan

	<ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. ▪ At least 80% of students in grades 9-11 will participate in the PSAT test. ▪ At least 40% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. ▪ At least 50% of students in grade 11 will demonstrate college readiness pursuant to the new LCFE evaluation rubrics. ▪ At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “meet or exceed standard” on the related state standardized tests) in core subjects and electives. ▪ At least 80% of all students enrolled in the Charter School’s Computer/Technology classes will demonstrate proficiency. ▪ Charter School will maintain a four-year cohort graduation rate of at least 75%.
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the CRBG funds as follows:</p> <ul style="list-style-type: none"> ▪ Trainings & PD: \$25,000.00 ▪ Contract and/or Consultant: \$20,000.00 ▪ Coach: \$14,500.00 ▪ Exam Fees & Materials: \$10,500.00 ▪ College Readiness Contract: \$5,000.00 TOTAL: \$75,000.00
MPS Board Approval Date:	December 8, 2016

The College Readiness Block Grant (CRGB) Expenditure Plan

LEA:	Magnolia Science Academy-4
Entitlement:	\$75,000.00
FY:	These funds are available for expenditure or encumbrance through the 2018–19 fiscal year. The LEA intends to expend the funds within the 2016-17 and 2017-18 FY.
Activities:	<p>In order to support student access and successful matriculation to institutions of higher education and to increase and improve services for unduplicated students to ensure college readiness, the LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ol style="list-style-type: none"> (1) Providing teachers, administrators, and counselors with professional development opportunities to improve student A–G course completion rates, student college-going rates, and college readiness of students (2) Providing professional development opportunities to develop honors and Advanced Placement courses (3) Providing professional development and coaching to support teachers of honors and Advanced Placement courses (4) Increasing counseling services to students and their families regarding college admission requirements and financial aid programs (5) Developing Advisory period curriculum and materials to support college readiness, including curriculum and materials that support high performance on assessments required for admittance to a postsecondary educational institution, such as ACT/SAT. (6) Developing four-year comprehensive advising plans to support student completion of A–G course requirements (7) Building and strengthening partnerships with the UC, the CSU, and other postsecondary educational institutions to establish early academic outreach and college preparatory programs (8) Providing subsidies to unduplicated students, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams (9) Expanding access to coursework or other opportunities to satisfy A–G course requirements to all students through online education and dual enrollment (10) Providing computer/technology classes and blended learning experience to support college readiness of students
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the CRBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017.

The College Readiness Block Grant (CRGB) Expenditure Plan

	<ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. ▪ At least 80% of students in grades 9-11 will participate in the PSAT test. ▪ At least 40% of students who participate in the PSAT test will meet college readiness benchmarks for their grade level. ▪ At least 50% of students in grade 11 will demonstrate college readiness pursuant to the new LCFE evaluation rubrics. ▪ At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “meet or exceed standard” on the related state standardized tests) in core subjects and electives. ▪ At least 80% of all students enrolled in the Charter School’s Computer/Technology classes will demonstrate proficiency.
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the CRGB funds as follows:</p> <ul style="list-style-type: none"> ▪ Trainings & PD: \$20,000.00 ▪ Contract and/or Consultant: \$22,500.00 ▪ Coach: \$14,500.00 ▪ Exams, Materials and Fees: \$13,000.00 ▪ College Readiness Contract: \$5,000.00 TOTAL: \$75,000.00
MPS Board Approval Date:	December 8, 2016

The College Readiness Block Grant (CRGB) Expenditure Plan

LEA:	Magnolia Science Academy-Santa Ana
Entitlement:	\$75,000.00
FY:	These funds are available for expenditure or encumbrance through the 2018–19 fiscal year. The LEA intends to expend the funds within the 2016-17 FY.
Activities:	<p>In order to support student access and successful matriculation to institutions of higher education and to increase and improve services for unduplicated students to ensure college readiness, the LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ol style="list-style-type: none"> (1) Providing teachers, administrators, and counselors with professional development opportunities to improve student A–G course completion rates, student college-going rates, and college readiness of students (2) Providing professional development opportunities to develop honors and Advanced Placement courses (3) Providing professional development and coaching to support teachers of honors and Advanced Placement courses (4) Increasing counseling services to students and their families regarding college admission requirements and financial aid programs (5) Developing Advisory period curriculum and materials to support college readiness, including curriculum and materials that support high performance on assessments required for admittance to a postsecondary educational institution, such as ACT/SAT. (6) Developing four-year comprehensive advising plans to support student completion of A–G course requirements (7) Building and strengthening partnerships with the UC, the CSU, and other postsecondary educational institutions to establish early academic outreach and college preparatory programs (8) Providing subsidies to unduplicated students, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams (9) Expanding access to coursework or other opportunities to satisfy A–G course requirements to all students through online education and dual enrollment (10) Providing computer/technology classes and blended learning experience to support college readiness of students
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the CRBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017.

The College Readiness Block Grant (CRGB) Expenditure Plan

	<ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. ▪ At least 90% of students in grades 9-11 will participate in the PSAT test. ▪ At least 40% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. ▪ At least 50% of students in grade 11 will demonstrate college readiness pursuant to the new LCFE evaluation rubrics. ▪ At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “meet or exceed standard” on the related state standardized tests) in core subjects and electives. ▪ At least 80% of all students enrolled in the Charter School’s Computer/Technology classes will demonstrate proficiency. ▪ Charter School will maintain a four-year cohort graduation rate of at least 90%
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the CRBG funds as follows:</p> <ul style="list-style-type: none"> ▪ (Towards) College Counselor Salary & Benefits: \$75,000.00 <p>TOTAL: \$75,000.00</p>
MPS Board Approval Date:	December 8, 2016

Cover Sheet

Revised 16-17 budget for all MPS, Rev. of Teacher Effectiveness Funds Expense Table, CMO Allocation

Section: III. Action Items
Item: A. Revised 16-17 budget for all MPS, Rev. of Teacher Effectiveness Funds Expense Table, CMO Allocation
Purpose: Vote
Submitted by:
Related Material: III A and V A Magnolia November '16 Financials.pdf



Business and Development Specialists
for Charter Schools

MEMORANDUM

TO: Caprice Young, CEO, Magnolia Public Schools
FROM: EdTec
SUBJECT: November 2016 Financial Presentation and Proposed Budget Revisions
DATE: 01/04/2017

SUMMARY OF RESULTS – CONSOLIDATED PROPOSED REVISED BUDGET (I.E. CURRENT FORECAST) VS. BOARD APPROVED BUDGET

For purposes of this narrative, the Current Forecast is the Proposed Revised Budget. Any reference to the Current Forecast is referring to the Proposed Revised Budget.

MAGNOLIA PUBLIC SCHOOLS - CONSOLIDATED

Board Approved Budget vs. Proposed Budget

	Budget				
	Approved Budget	1st Interim October Forecast	Proposed Revised Budget (Current Forecast)	Variance (Previous vs. Current Forecast)	(Budget vs. Current Forecast)
SUMMARY					
Revenue					
LCFF Entitlement	33,973,830	34,572,779	34,512,586	(60,193)	538,756
Federal Revenue	3,351,379	4,395,024	4,433,475	38,451	1,082,096
Other State Revenues	4,188,588	5,428,893	5,469,987	41,094	1,281,399
Local Revenues	6,682,886	7,180,178	7,157,141	(23,036)	474,256
Fundraising and Grants	382,518	374,189	377,648	3,459	(4,870)
Total Revenue	48,579,200	51,951,062	51,950,837	(225)	3,371,637
Expenses					
Compensation and Benefits	25,599,982	28,159,067	28,122,686	36,381	(2,522,704)
Books and Supplies	3,270,502	3,850,761	3,868,772	(18,011)	(598,270)
Services and Other Operating Expenditure	17,681,744	18,674,415	18,674,043	372	(992,300)
Depreciation	823,259	806,605	794,178	12,427	29,081
Total Expenses	47,375,486	51,490,848	51,459,679	31,168	(4,084,193)
Operating Income	1,203,714	460,214	491,158	30,944	(712,556)
Fund Balance					
Beginning Balance (Unaudited)	20,766,592	20,749,322	20,749,323		
Audit Adjustment	311,971	(50,936)	(88,347)		
Beginning Balance (Audited)	21,078,563	20,698,386	20,660,975		
Operating Income (including Depreciation)	1,203,714	460,214	491,158		
Ending Fund Balance	22,282,277	21,158,600	21,152,133		
Operating Income (Less July Payroll)	1,203,714	1,561,817	1,592,761		389,047

Magnolia Public Schools
 Multiyear Budget Summary
 As of November 2016 Close

	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17
	Current	Current	Current	Current	Current								
	Forecast - MSA-1	Forecast - MSA-2	Forecast - MSA-3	Forecast - MSA-4	Forecast - MSA-5	Forecast - MSA-6	Forecast - MSA-7	Forecast - MSA-8	Forecast - MSA-SA	Forecast - MSA-SD	Forecast - MSA-SC	Forecast - MSA-MERF	Forecast - MSA-Total
SUMMARY													
Revenue													
LCFF Entitlement	5,311,771	4,285,683	4,303,143	1,827,963	1,663,461	1,525,104	2,610,709	4,442,047	5,477,274	3,065,431	-	-	34,512,586
Federal Revenue	1,201,999	522,541	493,701	247,687	164,096	161,359	421,493	297,469	783,158	139,972	-	-	4,433,475
Other State Revenues	1,158,352	544,067	879,335	267,852	182,562	253,252	622,567	620,258	555,702	386,040	-	-	5,469,987
Local Revenues	84,550	69,981	40,114	22,223	171,259	10,512	71,193	70,186	17,164	88,597	-	-	7,157,141
Fundraising and Grants	69,360	27,722	19,018	12,374	500	11,100	25,000	20,000	22,575	20,000	-	-	377,648
Total Revenue	7,826,032	5,449,995	5,735,311	2,378,099	2,181,878	1,961,328	3,750,962	5,449,960	6,855,873	3,700,040	-	-	51,950,837
Expenses													
Compensation and Benefits	3,809,470	3,122,411	3,370,534	1,211,281	1,218,812	1,082,926	1,742,388	2,819,272	3,775,567	2,256,594	-	-	28,122,686
Books and Supplies	647,387	466,086	401,887	132,807	199,400	154,776	306,250	420,157	866,125	179,076	-	-	3,868,772
Services and Other Operating Expenditur	2,856,771	1,821,025	2,029,286	753,697	708,583	613,291	1,645,244	2,155,991	2,065,550	1,199,279	-	-	18,674,043
Depreciation	146,166	53,602	19,096	15,656	4,774	28,726	36,918	84,873	363,466	39,460	-	-	794,178
Total Expenses	7,459,794	5,463,126	5,820,804	2,113,441	2,131,570	1,879,719	3,730,800	5,480,294	7,070,710	3,674,409	-	-	51,459,679
Operating Income	366,237	(13,131)	(85,492)	264,658	50,308	81,608	20,162	(30,334)	(214,837)	25,631	-	-	491,158
Fund Balance													
Beginning Balance (Unaudited)	3,197,834	1,210,746	976,777	763,641	1,144,335	1,006,776	939,109	3,061,348	8,291,101	1,173,620	(730,789)	(285,175)	20,749,323
Audit Adjustment	(37,421)	(69,796)	(1,355)	(101,149)	(66,819)	(49,511)	8,244	(90,501)	7,820	960	(791)	311,971	(88,347)
Beginning Balance (Audited)	3,160,413	1,140,950	975,422	662,491	1,077,516	957,265	947,353	2,970,847	8,298,921	1,174,581	(731,580)	26,796	20,660,975
Operating Income (including Depreciator	366,237	(13,131)	(85,492)	264,658	50,308	81,608	20,162	(30,334)	(214,837)	25,631	-	-	491,158
Ending Fund Balance	3,526,650	1,127,820	889,930	927,150	1,127,824	1,038,873	967,515	2,940,513	8,084,084	1,200,211	(731,580)	53,142	21,152,133
Ending Fund Balance as a % of Expenses	47%	21%	15%	44%	53%	55%	26%	54%	114%	33%	-	1%	41%
Capital Outlay	540,000	-	70,000	-	-	-	198,325	84,000	77,875	-	-	-	970,200
Total ADA	522.1	442.0	443.9	186.2	177.7	167.9	284.7	477.7	606.0	413.0	0.0	0.0	3,721

Net Income forecasted for the year is \$491,158. This is a decrease \$712,556 from the board approved budget, and an increase of \$30,944 from the October forecast.

The main drivers of the changes between the original approved budget and proposed revised budget are:

- One-Time Funding added at \$214.55/PY ADA based on preliminary entitlements.
- College Readiness Block Grant Revenue (\$75,000/site) added to MSA-1, 2, 3, 4, and SA along with corresponding expenses.
- Expenses were updated based on PY actuals across all sites during budget revision meetings.
- Enrollment and FRL updated for all sites based on actual data
- Salaries updated to reflect actual staff in contracted positions and health benefits per master benefits list received from HR
- Revenue rates for Lottery, Special Ed, Title I/II, Summer Program adjusted per updated assumptions/data
- Option 3 COP Grant adjusted to match preliminary entitlements

ACCOMPLISHMENTS

- Charter renewal for MSA-1,2,3
- No uncategorized transactions as of November 2016
- Audits reviewed and finalized FY15-16
- Delivered 1st Interim Reports to authorizers

OPPORTUNITIES AND RISKS

Emergency Checks

Emergency check requests have decreased by 39% since October. Since ECRs were less than 20 (11 total), no additional charge was incurred. Communications with principals regarding the cost of ECRs have been effective in reducing the number of requests. Once fiscal policy is approved to allow MERF to write manual payroll checks, the number should reduce further as 7 of the 11 checks were manual payroll.

Site	July	August	September	October	November	Trend
MERF	10	10	7	2	1	
MSA-1	8	2	8	1	1	
MSA-2	17	8	12	2	1	
MSA-3	2	3	9	5	3	
MSA-4	0	1	16	0	0	
MSA-5	0	1	5	0	0	
MSA-6	0	1	0	0	0	
MSA-7	6	2	2	1	0	
MSA-8	2	2	21	1	0	
MSA-SA	13	9	10	5	2	
MSA-SD	11	13	1	1	3	
Total	69	52	91	18	11	

STRS/PERS Rates in Paycom

STRS and PERS rates were not updated FY16-17 for all employees. Thus, employees have had the wrong deductions and incorrect payments have been made. HR is working with financial analysts to reconcile incorrect deductions as well as update Paycom with correct rates for all employees. Total impact is unknown as this needs to be checked on a per employee basis.

Hourly Employees & Benefits

Hourly employees at school sites are exceeding the 20-hour limit, which will make them eligible for PERS. Others are exceeding the 29-hour limit, which will make them eligible for PERS and health benefits. This will have a negative budget impact. HR is reconciling which employees will need to receive benefits and EdTec will analyze the fiscal impact FY16-17.

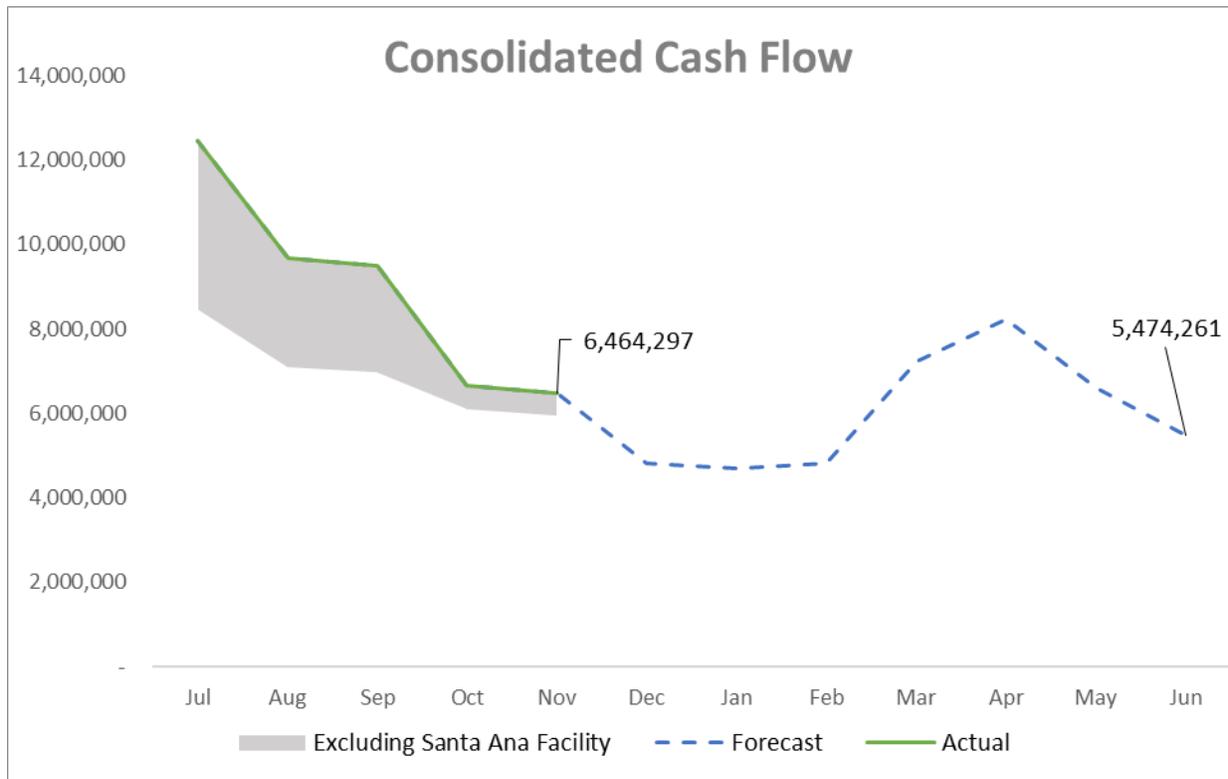
Unused PTO/Vacation not accrued

Per review of MPS policies and balance sheet, determined that there is no accrual on the books for unused vacation/sick time. This impacts only MERF employees. MPS HR has gathered the details and prepared a schedule of unused time as of 9/30/16. An estimate of this accrual has been included in the MERF revised proposed budget. The liability will be reviewed and updated at least annually.

Capital Expenditures

Capital expenditures are currently hitting MERF as an expense, but will need to be allocated to school sites as capital costs and later depreciated. The actual classified salary and contracted actual expenses through November are likely overstated, and will be reassessed once Facility Team provides appropriate allocation.

CASH FLOW SUMMARY



The ending cash balance at 11/30 was \$6,464,297, where \$504,315 was restricted Prop 1D money for MSA-Santa Ana. Projected ending cash balance at 6/30 is \$5,474,261.

Cash Flow Notes

- MSA-SC loss is continuing to be analyzed by finance team, auditors and legal.
- MSA-SA will need operating loans to cover cash needs until February. These have already been approved by the board.
- MERF has received CMO fees through April (excluding MSA-SA) to maintain a positive cash balance.
- MSA-SA and MSA-1 will need intercompany borrowing to keep capital plan construction on track.

1st Interim (October Forecast) vs. November Forecast: Variance Analysis

LCFF Entitlement (-\$60,193)

MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF
-	-	-	-	-	-	(60,193)	-	-	-	-

MSA-7 enrollment was adjusted from 302 to 295. The loss of 7 students resulted in a reduction of \$60K in LCFF.

Federal Revenue \$38,451

MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF
4,005	(52,761)	3,862	983	(485)	-	(2,255)	-	85,103	-	-

MSA-1 Title III immigrant funding was removed (\$1K) and other federal revenue increased \$5K for the Advanced Placement and International Test Fee Reimbursement.

MSA-2 National School Lunch Program reimbursements were not granted for August – October due to not passing inspection. Revenue was reduced \$52K to account for these months.

MSA-SA Title I preliminary apportionment was released \$219K, which was \$85K higher than preliminary estimates.

State Revenue \$41,094

MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF
7,843	1,638	6,494	2,628	2,119	2,479	2,676	7,092	2,120	6,004	-

One-time funding entitlement was released at \$214.55/PY ADA. The 1st Interim estimated \$210/PY ADA, resulting in an increase across all sites.

Other Local Revenue (-\$23,036)

MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF
(7,077)	1,652	(2,402)	(4,804)	4,202	(3,608)	(6,578)	(6,244)	(71)	-	1,892

MSA-1 – MSA-8 Option 3 SpEd Grants were updated to match preliminary entitlements, resulting in an overall reduction of \$25K in other local revenue. MERF received a credit, which resulted in a \$2K increase.

Donations/Fundraising \$3,459

MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF
2,885	-	-	-	-	-	-	-	575	-	-

MSA-1 and MSA-SA fundraising increased to match actuals

Compensation and Benefits \$36,381

MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF
(19,495)	60,772	(43,427)	(1)	(1)	-	21,430	(2,839)	15,229	(2,808)	7,520

Due to a cap on commissions that Magnolia negotiated with Montage, premium costs for Kaiser were reduced from the original proposal. This resulted in a lower cost to Magnolia for employees that enrolled in the PPO plan and a \$16K reduction in health benefits across all sites.

MSA-1 hired an additional administrative assistant, which resulted in a \$19K increase to compensation and benefits.

MSA-2 terminated two teachers, which resulted in a \$50K reduction of salaries and approximately \$10K in benefits.

MSA-3 replaced two teachers at a higher salary rate and two part time classified employees are now full time and receiving benefits. This resulted in an overall increase of \$43K to compensation and benefits.

MSA-7 hourly employees were adjusted to match actual hours worked per week, which resulted in a savings of \$18K. Hourly employees are still trending low, and may be reduced further.

MSA-SA replaced one science teacher and a classified support salary was terminated and the position will not be filled. This resulted in an overall reduction of \$15K.

MERF employs a majority of those that opted into the PPO plan, and the adjustment resulted in a reduction of \$7K.

Books and Supplies (-\$18,011)

MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF
(3,123)	-	-	(346)	(4,000)	-	1,657	-	-	-	(12,200)

MSA-1 increased \$3K to match actual expenditures on textbooks.

MSA-5 reduced non-capital expenditures \$4K and moved this to the field trip expenses budget.

MERF increased educational software expenses \$12K, but there was a corresponding reduction in the professional development budget for \$12K for the academic department.

Services and Operating \$372

MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF
-	(17,330)	-	(856)	26,980	(826)	3,549	(2,042)	25,254	-	(34,357)

MSA-2 had a 17K increase in prior year expenditures that were not accrued. Charter School Facilities Incentive Grant money had to be returned as it was not fully expended in FY15-16.

MSA-5 reduced \$26K after another budget revision meeting with the principall. Other consulatants were overbudgeted, and reduced \$20K to match actual spending on Hess, Insight Ed. And NWEA. Communications was reduced \$10K as the school is in the process of cutting over from the district to their own system, which is expected to be implemented at the beginning of 2017. Field trip expense increased \$4K, which was moved from the non-capitalized equipment budget.

MSA-7 increased \$3K as a result of a prior year expenditures not accrued for Hess & Associates, employee reimbursements, and American Business Machines.

MSA-8 increased \$2K a a result of prior year expenditures not accrued for Hess & Associates and employee reimbursements.

MSA-SA reduced \$25K as a result of interest expense for the gym loan being removed FY16-17. This will be paid starting in 17-18.

MERF increased \$34K as a result as of prior year expenses that were not accrued for in the amount of \$41K, including CoolSIS, Cannon, reimbursements, VTD, CalNET, EDD and First Student. Operations and housekeeping increased \$13K for the estimated cost of removal of items in Santa Clara storage. Reduced professional development by \$12K, as this was moved to educational software. Travel budget for CEO was decreased by \$10K.

Depreciation \$12,427

MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF
-	-	-	-	12,427	-	-	-	-	-	-

Depreciation was updated per the fixed asset schedule for MSA-5.

Magnolia Science Academy - 1

	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	1,588,415	5,251,881	5,311,771	5,311,771	-	59,890
Federal Revenue	98,424	695,788	1,197,994	1,201,999	4,005	506,211
Other State Revenues	257,987	898,245	1,150,509	1,158,352	7,843	260,107
Local Revenues	32,680	60,107	91,628	84,550	(7,077)	24,443
Fundraising and Grants	38,371	56,000	66,475	69,360	2,885	13,360
Total Revenue	2,015,878	6,962,021	7,818,376	7,826,032	7,656	864,011
Expenses						
Compensation and Benefits	1,450,656	3,362,064	3,789,975	3,809,470	(19,495)	(447,406)
Books and Supplies	205,566	539,025	644,264	647,387	(3,123)	(108,362)
Services and Other Operating Expenditure	992,166	2,727,983	2,856,771	2,856,771	-	(128,789)
Depreciation	75,735	181,768	146,166	146,166	-	35,602
Total Expenses	2,724,123	6,810,840	7,437,176	7,459,794	(22,618)	(648,954)
Operating Income	(708,245)	151,181	381,200	366,237	(14,962)	215,056
Fund Balance						
Beginning Balance (Unaudited)	3,197,834	3,197,834	3,197,834	3,197,834		
Audit Adjustment	(37,421)	-	(37,421)	(37,421)		
Beginning Balance (Audited)	3,160,413	3,197,834	3,160,413	3,160,413		
Operating Income (including Depreciation)	(708,245)	151,181	381,200	366,237		
Ending Fund Balance	2,452,168	3,349,015	3,541,613	3,526,650		
Capital Outlay	27,331	100,000	540,000	540,000		
Operating Income (Less July Payroll)				564,599		
Total ADA		518.2	522.1	522.1		

Summary of Results

Forecasting a net income of \$366,237, an increase of \$215,056 from the board approved budget and a decrease of \$14,962 from the October Forecast. Enrollment increased by 4 for a total of 541 students, but there was a 2% reduction in FRL to 89%.

Variance Analysis

LCFF Entitlement \$59,890

Total enrollment increased by 4 students which increased LCFF entitlement by \$59,890 from approved budget.

Federal Revenue \$506,211

MSA-1 was awarded the Charter School Facilities Incentive Grant (CSFIG), which is a 3-year federal grant program to assist in facility needs. MSA-1 will receive \$500K each year for three years to toward the new construction costs for the facility at MSA-1. NSLP Revenue increased by \$6k due to the increase in enrollment, with a corresponding increase in food expenses. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in decrease of \$4.5k from approved budget. Prior year 15-16 National School Lunch Program under accrued \$2k. Removed Title III - Immigrant of \$1.1k from the budget since none of the schools will be participating this year. Added AP reimbursements of \$5.1k not previously budgeted.

State Revenue \$260,107

Added a one-time fund for College Readiness Grant of \$75k and one-time Mandate Block Funding of \$115k that were not previously budgeted. State Lottery revenue increased by \$14k due to increase in enrollment. Increase of \$57k for SB740 from approved budget for this year to reimburse for rent per CSFA.

Other Local Revenue \$24,443

Summer Program revenue was \$21K higher than budgeted. Increased other local revenue by \$10k due to refunds not previously budgeted. Decreased COP Option 3 Step Grant by \$7k to match preliminary entitlement.

Donations/Fundraising \$13,360

Fundraising and Donations increased by \$13k based on prior year actuals.

Compensation and Benefits (-\$447,406)

Certificated payroll increased \$176K due to one-time adjustment for July payroll, with a corresponding increase in STRS expense for \$22K. Teachers and administrators are earning salaries higher pay than budgeted, and an IT/Tutor, PT office manager and an additional TA were added to the budget. This resulted in a \$111K increase in salaries and a \$39K increase in benefits. Health benefits were estimated at 40 employees receiving H&W at an average cost of \$8,100. Revised budget is based on a per employee cost, with 42 employees receiving benefits at an average cost of \$9,241 per employee. This resulted in \$50K increase. MSA-1 is not a part of School Employer's Fund (SEF) like other MPS sites, and state unemployment rate is 6.20% of first \$7k per calendar year. Budget was based on 0.05% SEF rate (which is the rate applicable to all other MPS schools), which resulted in an increase of \$30K. There was an additional increase of \$19K from the October forecast due to the hiring of an additional administrative assistant.

Books and Supplies (-\$108,362)

Textbook and other reference materials purchase not previously budgeted, which resulted in an increase of \$52K. Instructional materials and supplies increased by \$25K and Office Supplies increased by \$7.8k based on prior year actuals. Student food increased by \$19K due to enrollment increase. Other Food (food for events, PD, etc.) increased by \$5K based on prior year actuals.

Services and Operating (-\$128,789)

Direct and Indirect CMO Fees decreased by \$20k due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance increased by \$4k per updated premium from CharterSafe. Rent increased \$36k due to increase in rent for bungalows not previously budgeted. Operations & Housekeeping increased by \$21k, Utilities increased by \$6k, Equipment Leases decreased by \$4k, Repairs and Maintenance increased by \$10k, Accounting Fees increased by \$5k, School Programs increased by \$15k, Consultants increased by \$16k, Field Trip Expenses increased by \$12k, Legal Fees increased by \$20k, Marketing and Student Recruiting increased by \$5k, Professional Development increased by \$31k, Special Education contract

instructors decreased by \$25k and Substitutes increased by \$24k based on prior year actuals. Also, increased prior year expenses – not accrued by \$18k to match actuals previously not budgeted. Increased Bad Debt Expense by \$2k for prior year 15-16 State nutrition over accrued.

Depreciation (-\$35,602)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy - 2

	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	1,335,849	4,518,778	4,285,683	4,285,683	-	(233,095)
Federal Revenue	76,019	344,735	575,303	522,541	(52,761)	177,806
Other State Revenues	149,369	355,213	542,429	544,067	1,638	188,854
Local Revenues	8,253	93,069	68,329	69,981	1,652	(23,088)
Fundraising and Grants	8,976	25,000	27,722	27,722	-	2,722
Total Revenue	1,578,467	5,336,795	5,499,466	5,449,995	(49,471)	113,200
Expenses						
Compensation and Benefits	1,244,572	2,987,228	3,183,183	3,122,411	60,772	(135,184)
Books and Supplies	206,947	259,858	466,086	466,086	-	(206,228)
Services and Other Operating Expenditure	656,488	1,903,069	1,803,695	1,821,025	(17,330)	82,044
Depreciation	14,165	34,000	53,602	53,602	-	(19,602)
Total Expenses	2,122,172	5,184,155	5,506,567	5,463,126	43,442	(278,970)
Operating Income	(543,705)	152,640	(7,101)	(13,131)	(6,029)	(165,770)
Fund Balance						
Beginning Balance (Unaudited)	1,210,746	1,210,746	1,210,746	1,210,746		
Audit Adjustment	(69,796)	-	(69,794)	(69,796)		
Beginning Balance (Audited)	1,140,950	1,210,746	1,140,952	1,140,950		
Operating Income (including Depreciation)	(543,705)	152,640	(7,101)	(13,131)		
Ending Fund Balance	597,245	1,363,386	1,133,851	1,127,820		
Capital Outlay	-	20,000	-	-		
Operating Income (Less July Payroll)				151,218		
Total ADA		470.0	442.0	442.0		

Summary of Results

MSA-2 is currently forecasting a net loss of \$13,131, a reduction of \$165,770 from the board approved budget and a decrease of \$6,029 from the October forecast. Enrollment has been reduced by -29 to 458, from 487 originally budgeted. The FRL rate has increased in the latest forecast to 95% per actual applications, up from 79% in the board approved budget. This increase positively impacts LCFF, Nutrition and certain other revenues.

Variance Analysis

LCFF/State Aid (-\$233,095)

LCFF revenue reduced (\$233k), due to reduction of -28 ADA, offset by increase in FRL rate.

Federal Revenue \$177,806

Addition of National School Lunch Program (NSLP) for MSA-2 this year increased forecast by \$165k. This was not in the board approved budget because participation in this program was not known at that time. Title I in the current forecast has increased by \$11.7k per the CDE preliminary entitlement published in July. Special Ed rates also changed slightly from what was originally budgeted. Removed Title III of \$727 from budget since none of the schools will be participating this year.

State Revenue \$188,854

Largest increases in State Revenue come from addition of two one-time funds not previously budgeted: One-Time mandated funding \$100k and College Readiness Grant \$75k. Estimated Lottery rates also have increased since the board approved budget, resulting in estimated increase of \$7.3k. Special Ed AB602 funding rates have reduced from the board approved budget and with reduced ADA result in decreased revenue of \$9k.

Other Local Revenue (-\$23,088)

Summer Program revenue was \$16K higher than budgeted, while uniforms and field trip revenue have been removed from the board approved budget, a reduction of \$46k. The addition of the Nutrition program also brought increased estimated local food service revenue of \$5k. Increased COP Option 3 Step Grant to \$2k to match preliminary entitlement.

Donations/Fundraising \$2,722

Fundraising increased by \$2.7K based on prior year actuals and budget meeting with the principal.

Compensation and Benefits (-\$135,184)

Certificated payroll increased \$141K due to the one-time adjustment of July Payroll, with a corresponding increase in STRS for \$18K. Health benefits increased \$20K because the budget estimated 37 employees receiving H&W at a cost of \$8,100, but it is now based on per employee cost. 34 people are receiving H&W benefits, with an average cost of \$9,379 per employee. There was a \$60K reduction from the October forecast because of two employee terminations.

Books and Supplies (-\$206,228)

Largest increase in Books and Supplies is the addition of food supplies expense not previously budgeted - \$193k. Also, while textbooks increased by \$45k due to purchases that were originally intended to occur in FY15-16 and were carried over to the current year, many line items were reduced by \$32k during budget review with the principal. Classroom Furniture, Equipment and Supplies went over budget by \$2k for Amazon purchases.

Services and Operating \$82,044

Direct and Indirect CMO Fees decreased \$78K due to updated calculation of CMO Fees based on ADA and updated home office budget. Travel and conference fees decreased by \$26k upon review of prior year actuals. Removed rent of \$180k. Increased Operations & Housekeeping by \$130k. Audit fees increased \$6.6K based on PY actuals and legal increased by \$10k based on anticipated additional needs related to renewal. Consultants and professional development increased \$46K to cover the costs funded by the Educator Effectiveness and College Readiness, not previously budgeted. Special Education contract instructors increased \$25K based on PY actuals. Substitutes, Communications and several other line items also decreased by \$50k due to budget review with principal and examination of final prior year expenses. Increased PY expenses – not accrued by \$27k to match actuals received by 21st Century, Lifetouch Publishing and cleaning services.

Depreciation (-\$19,602)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy -3

	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	1,305,443	4,245,387	4,303,143	4,303,143	-	57,756
Federal Revenue	70,789	574,033	489,839	493,701	3,862	(80,332)
Other State Revenues	245,529	694,406	872,841	879,335	6,494	184,929
Local Revenues	1,105	24,785	42,516	40,114	(2,402)	15,329
Fundraising and Grants	9,604	19,018	19,018	19,018	-	-
Total Revenue	1,632,470	5,557,629	5,727,357	5,735,311	7,954	177,682
Expenses						
Compensation and Benefits	1,353,132	2,812,109	3,327,107	3,370,534	(43,427)	(558,425)
Books and Supplies	122,566	454,542	401,887	401,887	-	52,654
Services and Other Operating Expenditure	643,648	1,935,913	2,029,286	2,029,286	-	(93,373)
Depreciation	5,000	12,000	19,096	19,096	-	(7,096)
Total Expenses	2,124,347	5,214,564	5,777,377	5,820,804	(43,427)	(606,240)
Operating Income	(491,876)	343,065	(50,020)	(85,492)	(35,472)	(428,558)
Fund Balance						
Beginning Balance (Unaudited)	976,777	976,777	976,777	976,777		
Audit Adjustment	(1,355)	-	(1,353)	(1,355)		
Beginning Balance (Audited)	975,422	976,777	975,424	975,422		
Operating Income (including Depreciation)	(491,876)	343,065	(50,020)	(85,492)		
Ending Fund Balance	483,546	1,319,842	925,404	889,930		
Capital Outlay	-	70,000	70,000	70,000		
Operating Income (Less July Payroll)				100,538		
Total ADA		434.3	443.9	443.9		

Summary of Results

MSA-3 is currently forecasting a net less of \$85,492, a reduction of \$428,558 from the board approved budget and a reduction of \$35,472 from the October forecast. Enrollment has increased by +10 to 460, from 450 originally budgeted. The FRL rate has decreased in the latest forecast to 72% per actual applications, down from 81% in the board approved budget. This increase negatively impacts LCFF, Nutrition and certain other revenues.

Variance Analysis

LCFF Entitlement \$57,756

LCFF revenue increased \$57k, due to increase of 9.6 ADA, offset by decrease in FRL rate.

Federal Revenue (-\$80,332)

National School Lunch Program (NSLP) decreased based on prior year actual participation and on reduced FRL \$89K. This is offset in part by reduced food expenses. Title I in the current forecast has increased by \$6k per the CDE preliminary entitlement published in July. Special Ed rate also changed slightly from what was originally budgeted. Removed Title III of \$242 from budget since none of the schools will be participating this year. Added AP reimbursements of \$4k not previously budgeted.

State Revenue \$184,929

Largest increases in State Revenue come from addition of two one-time funds not previously budgeted: One-Time mandated funding \$96k and College Readiness Grant \$75k. Estimated Lottery rates also have increased since the board approved budget, along with increased ADA results in estimated increase of \$13k. State Nutrition revenue decreased by \$7k due to decreased FRL and participation based on prior year final numbers. Received \$7k for PY15-16 Assessment Reimbursements and Lottery under accrued.

Other Local Revenue \$15,329

Summer Program revenue was \$17.7K higher than budgeted. Reduced COP Option 3 Grant by \$2k.

Compensation and Benefits (-\$558,425)

Certificated payroll increased \$164K due to the one-time adjustment of July Payroll, with a corresponding increase in STRS for \$21K. There was an additional \$228K due to the addition of two SpEd Aides, an office manager, and three additional deans. The additional salary changes resulted in a \$40K increase to STRS/PERS benefits. Health benefits increased \$51K because the budget estimated 44 employees receiving H&W at a cost of \$8,100, but it is now based on per employee cost. 40 people are receiving H&W benefits, with an average cost of \$8,707 per employee. There was an additional \$43K increase from the October forecast as two teachers were replaced and two part time employees are now full time.

Books and Supplies \$52,654

Change primarily due to reduced food expenses due to anticipated reduced participation per prior year actuals \$65k. Classroom furniture and other food increased per budget review with principal \$12k.

Services and Operating (-\$93,373)

Direct and Indirect CMO Fees decreased \$18K due to updated calculation of CMO Fees based on ADA and updated home office budget. Rent decreased by \$44k based on info received from MPS Facilities team. Audit fees increased \$5K based on PY actuals and legal increased by \$30k based on anticipated additional needs related to renewal. Consultants and professional development increased \$90K to cover the costs funded by the Educator Effectiveness and College Readiness, not previously budgeted. Field Trip expenses increased \$5k and Substitute expenses increased \$20k. Marketing decreased by \$15k due to review of anticipated needs in this area and review of prior year actual spending. Special Education contract instructors increased \$7K based on PY actuals. Substitutes increased by \$20k per budget review. Prior year expenses totaled \$13k, increasing forecasted expenses. These are expenses that were received/processed late and not accrued in FY15-16.

Depreciation (-\$7,096)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy - 4

	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	527,592	1,772,032	1,827,963	1,827,963	-	55,931
Federal Revenue	37,687	252,308	246,704	247,687	983	(4,621)
Other State Revenues	89,937	141,453	265,224	267,852	2,628	126,399
Local Revenues	766	20,867	27,027	22,223	(4,804)	1,356
Fundraising and Grants	7,166	10,000	12,374	12,374	-	2,374
Total Revenue	663,148	2,196,660	2,379,292	2,378,099	(1,192)	181,439
Expenses						
Compensation and Benefits	475,320	1,172,519	1,211,281	1,211,281	(1)	(38,762)
Books and Supplies	55,297	158,736	132,461	132,807	(346)	25,930
Services and Other Operating Expenditure	220,736	667,206	752,841	753,697	(856)	(86,491)
Depreciation	3,840	9,221	15,656	15,656	-	(6,435)
Total Expenses	755,192	2,007,682	2,112,238	2,113,441	(1,203)	(105,759)
Operating Income	(92,044)	188,978	267,054	264,658	(2,395)	75,680
Fund Balance						
Beginning Balance (Unaudited)	763,641	567,722	763,641	763,641		
Audit Adjustment	(101,149)	-	(101,151)	(101,149)		
Beginning Balance (Audited)	662,491	567,722	662,490	662,491		
Operating Income (including Depreciation)	(92,044)	188,978	267,054	264,658		
Ending Fund Balance	570,447	756,700	929,544	927,150		
Capital Outlay						
	-	-	-	-		
Operating Income (Less July Payroll)				347,353		
Total ADA		180.5	186.2	186.2		

Summary of Results

Forecasting a net income of \$264,658, an increase of \$75,680 from the board approved budget and a decrease of \$2,395 from the October forecast. Enrollment increased by 6 for a total of 193 students, but there was a 20% reduction in FRL to 55%.

Variance Analysis

LCFF Entitlement \$55,931

Total enrollment increased by 6 students increased LCFF entitlement by \$55,931 from approved budget.

Federal Revenue (-\$4,621)

NSLP Revenue decreased by \$3k due to the decrease in FRL%, with a corresponding decrease in food expenses. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in decrease of \$1.5k from approved budget. Removed Title III of \$81 from budget since none of the schools will be participating this year. Added AP reimbursements of \$1k not previously budgeted.

State Revenue \$126,399

One-Time Funds at \$214/ADA were not previously budgeted, resulting in an increase of \$40K. State Lottery increased \$6k due to the increase in enrollment. Added a one-time fund for College Readiness Grant of \$75k. Special Education rate decreased from \$569 per ADA to \$563 resulting in a decrease of \$4k from approved budget. Increased by \$10k for prior year lottery and federal nutrition under accrued.

Other Local Revenue \$1,356

Summer Program Revenue increased \$6K as actual revenue was higher than budgeted. Reduced COP Option 3 Step Grant to \$5k to match preliminary entitlement.

Donations/Fundraising \$3,012

Fundraising increased by \$3k to match actuals.

Compensation and Benefits (-\$38,762)

Certificated payroll increased \$74K due to the one-time adjustment of July Payroll. Three teachers left, which resulted in a savings of \$80K. This offset the \$50K increase with the addition of the office technician and two part time SpEd Aides. Health benefits increased \$10K because the budget estimated 14 employees receiving H&W at a cost of \$8,100, but it is now based on per employee cost. 12 people are receiving H&W benefits, with an average cost of \$8,667 per employee.

Books and Supplies \$25,930

Office Supplies increase by \$4k, Non Instructional Student Materials & Supplies decreased \$26k, Classroom Furniture decreased \$3k, Computers decreased \$20k and Other Food (food for events, PD, etc.) increased \$4k. Student Food increased \$15k due to prior year actuals.

Services and Operating (-\$86,491)

Direct and Indirect CMO Fees increased \$62K due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance decreased by \$3k due to updated premium by CharterSafe. Accounting fees increased \$4k, Equipment Leases increased \$2k, Consultants increased by \$8k, Other Professional Services increased by \$9k, Legal Fees increased by \$10k, Marketing and Student Recruiting increased by \$13k, Transportation-Students increased by \$2k, Postage and Delivery decreased by \$2k based on PY actuals. Rent decreased by \$46k based on actual contract. Increased Professional Development by \$25k due to College Readiness.

Magnolia Science Academy -5

	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
SUMMARY						
Revenue						
LCFF Entitlement	458,993	1,539,136	1,663,461	1,663,461	-	124,325
Federal Revenue	25,192	176,079	164,581	164,096	(485)	(11,983)
Other State Revenues	59,349	150,386	180,443	182,562	2,119	32,176
Local Revenues	18,582	11,120	167,057	171,259	4,202	160,139
Fundraising and Grants	339	500	500	500	-	-
Total Revenue	562,454	1,877,220	2,176,042	2,181,878	5,836	304,657
Expenses						
Compensation and Benefits	420,212	1,064,348	1,218,812	1,218,812	(1)	(154,464)
Books and Supplies	86,896	185,900	195,400	199,400	(4,000)	(13,500)
Services and Other Operating Expenditure	149,485	594,065	735,563	708,583	26,980	(114,518)
Depreciation	7,165	17,201	17,201	4,774	12,427	12,427
Total Expenses	663,758	1,861,515	2,166,976	2,131,570	35,406	(270,055)
Operating Income	(101,304)	15,706	9,066	50,308	41,242	34,602
Fund Balance						
Beginning Balance (Unaudited)	1,144,335	951,134	1,144,335	1,144,335		
Audit Adjustment	(66,819)	-	(66,820)	(66,819)		
Beginning Balance (Audited)	1,077,516	951,134	1,077,515	1,077,516		
Operating Income (including Depreciation)	(101,304)	15,706	9,066	50,308		
Ending Fund Balance	976,212	966,840	1,086,581	1,127,824		
Capital Outlay						
	-	-	-	-		
Operating Income (Less July Payroll)				116,613		
Total ADA		168.9	177.7	177.7		

Summary of Results

Forecasting a net income of \$50,308, an increase of \$34,602 from the board approved budget and an increase of \$41,242 from the October forecast. Enrollment increased by 12 for a total of 187 students, but there was a 2% reduction in FRL to 85%.

Variance Analysis

LCFF Entitlement \$124,325

Total enrollment increased by 12 students which increased LCFF entitlement by 124k.

Federal Revenue (\$11,983)

Special Education rate decreased from \$202 per ADA to \$193 resulting in a decrease of \$5k from approved budget. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in an increase of \$44k from approved budget. Also included PY Title I payable of \$51k. Removed Title III of \$485 from budget since none of the schools will be participating this year.

State Revenue \$32,176

One-Time Funds at \$214/ADA were not previously budgeted, resulting in an increase of \$30k. State Lottery increased \$7k due to the increase in enrollment. Special Education rate decreased from \$569 per ADA to \$563 resulting in a decrease of \$14k from approved budget. NSLP

increased by \$5k due to increase in enrollment. Other State Apportionments – Prior Year increased by \$4k due to PY property tax and star reimbursement not accrued. Increased by \$334 for FY15-16 Assessment Reimbursements.

Other Local Revenue \$160,139

Increased COP Option 3 Grant by \$152,000 from approved budget. Increased the budget by \$8k for Microsoft Settlement.

Compensation and Benefits (-\$154,464)

Certificated payroll increased \$64K due to the one-time adjustment of July Payroll. One additional teacher was hired and teacher and administrators are earning a higher salary than budgeted, resulting in a \$73K increase. The July payroll and additional teacher resulted in a \$15K increase in STRS benefits.

Books and Supplies (-\$13,500)

Approved Textbooks decreased by \$25k, Educational Software increased by \$5k, Instructional Materials and Supplies decreased by \$8k, Non Instructional Student Materials and Supplies decreased by \$3k, Noncapitalized Equipment decreased by \$5k, Computers increased by \$9k, Non Classroom related Furniture, Equipment and Supplies increased by \$13k, Student Food increased by \$20k and Other Food (food for events, PD, etc.) increased by \$3k due to prior year actuals.

Services and Operating (-\$114,518)

Direct and Indirect CMO Fees increased \$63K due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance decreased by \$8k due to updated premium by CharterSafe. Repairs and Maintenance increased \$15k, Accounting fees increased \$3k, Other Professional Services decreased by \$23k, Field Trip Expenses increased by \$1k, Legal Fees increased by \$10k, Marketing and Student Recruiting increased by \$50k, Special Education Contract Instructors increased by \$25k, and Substitutes increased by \$5k based on PY actuals. Increased Prior Year Expense – Not accrued to \$31k for LAUSD food services, Hess Associates, Legal Fees and CharterSafe WC expenses not previously accrued. Decreased Rent by \$24k per Facility Use Agreement. Reallocated \$4k from Field Trip expenses to Non-classroom furniture. Overstated Other Professional Services so reduced the budget by \$20k.

Depreciation \$12,427

Depreciation decreased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy – 6

	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	462,761	1,575,467	1,525,104	1,525,104	-	(50,363)
Federal Revenue	28,204	137,828	161,359	161,359	-	23,531
Other State Revenues	39,691	214,078	250,773	253,252	2,479	39,175
Local Revenues	-	14,120	14,120	10,512	(3,608)	(3,608)
Fundraising and Grants	3,010	10,000	11,100	11,100	-	1,100
Total Revenue	533,666	1,951,493	1,962,456	1,961,328	(1,128)	9,835
Expenses						
Compensation and Benefits	403,289	965,253	1,082,926	1,082,926	-	(117,673)
Books and Supplies	66,907	110,183	154,776	154,776	-	(44,593)
Services and Other Operating Expenditure	194,260	575,774	612,465	613,291	(826)	(37,517)
Depreciation	2,653	6,368	28,726	28,726	-	(22,358)
Total Expenses	667,109	1,657,578	1,878,893	1,879,719	(826)	(222,141)
Operating Income	(133,443)	293,915	83,563	81,608	(1,954)	(212,306)
Fund Balance						
Beginning Balance (Unaudited)	1,006,776	938,327	1,006,776	1,006,776		
Audit Adjustment	(49,511)	-	(49,511)	(49,511)		
Beginning Balance (Audited)	957,265	938,327	957,265	957,265		
Operating Income (including Depreciation)	(133,443)	293,915	83,563	81,608		
Ending Fund Balance	823,822	1,232,242	1,040,828	1,038,873		
Capital Outlay	-	20,000	-	-		
Operating Income (Less July Payroll)				129,460		
Total ADA		173.7	167.9	167.9		

Summary of Results

Forecasting a net income of \$81,608, a decrease of \$212,306, from the Board Approved Budget and a decrease of \$1,954 from the October Forecast. Enrollment decreased by 6 at 174, and there was a 7% reduction in FRL to 75%.

Variance Analysis

LCFF Entitlement (-\$50,363)

Total enrollment decreased by 6 students which decreased LCFF entitlement by \$50k.

Federal Revenue \$23,531

Special Education rate decreased from \$202 per ADA to \$193 resulting in a decrease of \$3k from approved budget. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in an increase of \$8k from approved budget. NSLP Revenue increased by \$18k due to prior year actuals.

State Revenue \$39,175

One-Time Funds at \$214/ADA were not previously budgeted, resulting in an increase of \$36k. School Facilities Apportionment increased \$5k. State Lottery increased \$4k, due to the rate of

\$189/ADA vs. the budgeted rate of \$162/ADA. Special Education rate decreased from \$569 per ADA to \$563 resulting in a decrease of \$6k from approved budget.

Other Local Revenue (\$3,608)

Reduced COP Option 3 Step Grant by \$3.6k to match preliminary entitlement.

Donations/Fundraising \$1,100

Donations increased by \$1k to match actuals.

Compensation and Benefits (\$117,673)

Certificated payroll increased \$47K due to the one-time adjustment of July payroll, with a corresponding \$6K increase in STRS. Seven teachers left and were replaced by employees at a higher rate, resulting in an increase of \$37k. Administrators and classified employees are earning a higher salary than budgeted leading to an increase of \$10K. Lastly, a TA was hired that was not initially budgeted, resulting in a \$15K increase.

Books and Supplies (-\$44,593)

Approved Textbooks increased \$40k, Books and Other Reference Materials decreased \$2k, Educational Software increased \$6k, Instructional Materials and Supplies increased \$4k based on prior year actuals. Student Food decreased \$17k due to decrease in enrollment and lower FRL%.

Services and Operating (-\$36,691)

Direct and Indirect CMO Fees increased \$62K due to updated calculation of CMO Fees based on ADA and updated home office budget. Travel and Conferences decreased by \$3k, Travel and Lodging increased by \$3k, Consultants increased by \$6k, Marketing and Student Recruitment increased by \$8k, Professional Development increased by \$4k, and Substitutes decreased by \$5k based on PY actuals. Increased Insurance budget by \$1k due to updated premium by CharterSafe. Removed \$40k of added cushion/padding from Miscellaneous Operating Expenses from the budget. Prior year expenses increased by \$4k for expenses previously not accrued. Increased budget by \$826 for CCSA membership renewal.

Depreciation (-\$22,358)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy - 7

	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	780,169	2,671,595	2,670,902	2,610,709	(60,193)	(60,886)
Federal Revenue	47,263	346,072	423,748	421,493	(2,255)	75,421
Other State Revenues	164,313	578,580	619,891	622,567	2,676	43,988
Local Revenues	14,966	54,198	77,771	71,193	(6,578)	16,996
Fundraising and Grants	4,359	50,000	25,000	25,000	-	(25,000)
Total Revenue	1,011,071	3,700,444	3,817,312	3,750,962	(66,350)	50,518
Expenses						
Compensation and Benefits	657,395	1,710,715	1,763,818	1,742,388	21,430	(31,673)
Books and Supplies	140,280	333,447	307,908	306,250	1,657	27,197
Services and Other Operating Expenditures	572,142	1,557,568	1,648,794	1,645,244	3,549	(87,676)
Depreciation	18,761	45,027	36,918	36,918	-	8,109
Total Expenses	1,388,578	3,646,756	3,757,437	3,730,800	26,637	(84,044)
Operating Income	(377,508)	53,688	59,876	20,162	(39,713)	(33,526)
Fund Balance						
Beginning Balance (Unaudited)	939,109	922,760	939,109	939,109		
Audit Adjustment	8,244	-	8,243	8,244		
Beginning Balance (Audited)	947,353	922,760	947,352	947,353		
Operating Income (including Depreciation)	(377,508)	53,688	59,876	20,162		
Ending Fund Balance	569,846	976,448	1,007,228	967,515		
Capital Outlay	-	60,000	198,325	198,325		
Operating Income (Less July Payroll)				110,144		
Total ADA		291.4	291.4	284.7		

Summary of Results

Forecasting a net income of \$20,162 a decrease of \$33,526 from the board approved budget and a decrease of \$39,713 from the October forecast. Enrollment decreased by 7 to 295, and there was a 10% reduction in FRL to 63%.

Variance Analysis

LCFF Revenue \$60,886

Enrollment decrease led to a decrease in LCFF. Revenue decreased \$60K from both the approved budget and October forecast.

Federal Revenue \$75,421

NSLP Revenue decreased by \$64K per PY actuals, with a corresponding decrease in food expense. MSA-7 was awarded the Charter School Facilities Incentive Grant (CSFIG), which is a 3-year federal grant program to assist in facility needs. MSA-7 will receive \$138K each year for three years to cover construction costs for modulars at MSA-7. Title II decreased by \$131 based on preliminary apportionment and removed Title III of \$313 from the budget.

State Revenue \$43,988

Special Education Revenue decreased by \$11K per PY actuals. NSLP decreased 5K, with a corresponding decrease in food expense. Increase of \$61K for one-time funds that were not previously budgeted. Preliminary entitlement released at 214.55 per PY ADA, which is slightly higher than the October forecast amount of \$210. State lottery decreased 1,277 from the October forecast due to decreased enrollment.

Other Local Revenue \$16,996

Summer Program revenue was \$15K higher than budgeted. Received credit for prior year expenses of \$9k. Special Education Option 3 Grant reduced by \$7K from the approved budget and October forecast based on preliminary entitlements.

Donations/Fundraising (-\$25,000)

Fundraising reduction of \$25K based on prior year actuals

Compensation and Benefits (-\$31,673)

Compensation has increased by \$31K, largely due to the one-time adjustment for July payroll (\$89K). Contracted actual salaries were \$13K higher than budget due to additional stipends that were not budgeted. Classified payroll reduced \$40K as two positions were budgeted that were no longer needed, which had a corresponding reduction in benefits of \$10K. Added two art teachers and 1 teachers assistant replaced at a higher hourly rate which increased the budget by \$3K. Classified other salaries decreased 18K from the October forecast as hourly employees were updated based on hours worked.

Books and Supplies \$27,197

Textbook and other reference materials purchase not previously budgeted, which resulted in an increase of \$28K. Student food decreased by \$63K based on PY Actuals and corresponding revenue decrease. Other Food (food for events, PD, etc.) increased by \$5K based on prior year actuals. Educational software increased \$888 from the October financials to match actuals.

Services and Operating (-\$87,676)

Direct and Indirect CMO Fees increased \$65K due to updated calculation of CMO Fees based on ADA and updated home office budget. Audit fees increased \$4.5K based on PY actuals. Consultants increased by \$4K to cover the cost of an art program consultant that was not previously budgeted. Special Education contract instructors increased \$28K based on PY actuals. PY expenses not accrued reduced by \$4K from the October forecast due writing off PY expenses.

Depreciation \$8,109

Depreciation decreased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy - 8

	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	1,356,468	4,438,632	4,442,047	4,442,047	-	3,415
Federal Revenue	89,511	296,081	297,469	297,469	-	1,388
Other State Revenues	211,366	508,978	613,166	620,258	7,092	111,280
Local Revenues	1,452	90,229	76,430	70,186	(6,244)	(20,043)
Fundraising and Grants	3,614	20,000	20,000	20,000	-	-
Total Revenue	1,662,410	5,353,920	5,449,113	5,449,960	847	96,040
Expenses						
Compensation and Benefits	1,103,497	2,842,777	2,816,434	2,819,272	(2,839)	23,504
Books and Supplies	94,688	297,700	420,157	420,157	-	(122,457)
Services and Other Operating Expenditure	620,841	2,081,816	2,153,949	2,155,991	(2,042)	(74,175)
Depreciation	28,398	68,156	84,873	84,873	-	(16,717)
Total Expenses	1,847,424	5,290,449	5,475,413	5,480,294	(4,881)	(189,845)
Operating Income	(185,014)	63,471	(26,301)	(30,334)	(4,033)	(93,805)
Fund Balance						
Beginning Balance (Unaudited)	3,061,348	3,019,921	3,061,348	3,061,348		
Audit Adjustment	(90,501)	-	(57,173)	(90,501)		
Beginning Balance (Audited)	2,970,847	3,019,921	3,004,175	2,970,847		
Operating Income (including Depreciation)	(185,014)	63,471	(26,301)	(30,334)		
Ending Fund Balance	2,785,833	3,083,391	2,977,874	2,940,513		
Capital Outlay	77,808	84,000	84,000	84,000		
Operating Income (Less July Payroll)				90,631		
Total ADA		477.7	477.7	477.7		

Summary of Results

Forecasting a net loss of (\$30,334), a decrease of \$93,805 from the board approved budget and a decrease of \$4,033 from the previous forecast. Enrollment remains the same at 495, but there was a 2% reduction in FRL to 91%.

Variance Analysis

Federal Revenue \$1,388

Special Education rate decreased from \$202 per ADA to \$193 resulting in a decrease of \$741 from approved budget. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in an increase of \$2k from approved budget. Removed Title III of \$151 from the budget.

State Revenue \$111,280

One-Time Funds at \$214.55 per PY ADA were not previously budgeted, resulting in an increase of \$96K. State Lottery increased \$13K, due to the rate of \$189/ADA vs. the budgeted rate of \$162/ADA.

Other Local Revenue (-\$20,043)

Uniform revenue reduced \$30K as uniforms will no longer be sold through the school. Corresponding decrease in uniform expense. Summer Program Revenue increased (\$17K) as actual revenue was higher than budgeted. SpEd Option 3 Grant decreased 6K from the approved budget and October forecast; it is now based on the preliminary entitlement.

Compensation and Benefits \$23,504

Certificated payroll increased \$120K due to one-time adjustment for July payroll. This was offset by \$140K due to lower stipends than budgeted as well as two positions removed from the staff list, with a corresponding benefits change of \$20K. A classified employee was reclassified as a certificated employee, with a net change of zero to overall payroll budget, but a shift of \$56K between the budget categories. Classified payroll increased \$20K due to part-time janitor hired that was not budgeted. Health & Welfare Benefits decreased by \$3K due to PPO adjustments.

Books and Supplies (\$122,457)

Educational software increased \$5K for Accelerated Reader and Discover Education. \$8K in Uniform Expense removed as MPS will no longer be selling uniforms for revenue. Non-capitalized equipment increased \$15K due to speakers needing replacement in classrooms. Student food increased \$100K due to updated agreement with LAUSD. Agreement has CEP Free at 69.1% and Full 30.9%. MSA-8 actual numbers based on the forms collected is 90% Free and Reduced. Regional Director and Principal are working to get the LAUSD agreement updated.

Services and Operating (-\$74,175)

Direct and Indirect CMO Fees increased \$58K due to updated calculation of CMO Fees based on ADA and updated home office budget. Audit fees increased \$6K based on PY actuals. Professional Development increased \$6K to include Edge Coaching contract for principal. Prior year expenses (not accrued) increased \$2K from the October forecast due to Sch4 Expenses from LACOE.

Depreciation (\$16,717)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy – Santa Ana

	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	610,218	4,595,312	5,477,274	5,477,274	-	881,962
Federal Revenue	11,907	394,527	698,055	783,158	85,103	388,631
Other State Revenues	72,122	345,918	553,582	555,702	2,120	209,784
Local Revenues	4,230	16,505	17,235	17,164	(71)	660
Fundraising and Grants	22,574	22,000	22,000	22,575	575	575
Total Revenue	721,051	5,374,262	6,768,146	6,855,873	87,727	1,481,611
Expenses						
Compensation and Benefits	1,265,704	3,059,757	3,790,797	3,775,567	15,229	(715,811)
Books and Supplies	447,336	691,730	866,125	866,125	-	(174,395)
Services and Other Operating Expenditure	611,558	1,775,769	2,090,804	2,065,550	25,254	(289,782)
Depreciation	165,514	397,234	363,466	363,466	-	33,767
Total Expenses	2,490,112	5,924,489	7,111,192	7,070,710	40,483	(1,146,220)
Operating Income	(1,769,061)	(550,228)	(343,047)	(214,837)	128,210	335,391
Fund Balance						
Beginning Balance (Unaudited)	8,291,101	8,212,887	8,291,101	8,291,101		
Audit Adjustment	7,820	-	7,820	7,820		
Beginning Balance (Audited)	8,298,921	8,212,887	8,298,921	8,298,921		
Operating Income (including Depreciation)	(1,769,061)	(550,228)	(343,047)	(214,837)		
Ending Fund Balance	6,529,860	7,662,659	7,955,874	8,084,084		
Capital Outlay	-	13,389,061	77,875	77,875		
Operating Income (Less July Payroll)				(169,708)		
Total ADA		511.5	606.0	606.0		

Summary of Results

Forecasting a net loss of (\$214,837), an increase of \$335,391 from the board approved budget and an increase of \$128,210 from the October forecast. Enrollment increase of 98 from the approved budget to 628 students. FRL remains the same at 82%.

Variance Analysis

LCFF Revenue \$881,962

Enrollment increase led to an increase in LCFF.

Federal Revenue \$388,631

NSLP Revenue increased \$43K due to enrollment. Implementation Grant previously expected to be spent in 15-16, however, actual balance of \$261K. Remaining revenue will be recognized in 16-17 as all remaining funds were spent as of September 30, 2016. Increase of \$85K from the approved budget and October forecast due to Title I preliminary apportionment released at \$219,592 (originally budgeted/estimated at \$134K).

Other State Revenue \$207,663

Special Education, NSLP, Mandate Cost Reimbursements, and State Lottery increased \$130K due to enrollment. \$75K added for College Readiness Grant, which will be used to cover college counselor salary.

Compensation and Benefits (-\$715,811)

Certificated payroll increased \$392,473 due to 5 additional teachers hired with the increased enrollment as well as one additional dean. Classified payroll increased 238K as an additional office manager was hired as well as additional support staff. There was a corresponding benefits increase with increased staff of \$100K. Currently, hourly employees are still trending low, and this may reduce further in upcoming forecasts. Compensation and benefits decreased \$15K from the October forecast due to the replacement of a science teacher, removal of a classified employee, and PPO adjustments for health benefits.

Books and Supplies (-\$174,395)

Textbooks increased \$4.8K based on actual McGraw-Hill Purchase order, which was covered by PCSGP grant. Custodial supplies increased \$20K, which includes one-time purchases for the new site. Art & Music supplies increased \$10K to include instrument purchases for the music program. Office supplies increased \$12.8K based on PY and CY expenditures. Non-Capitalized equipment and classroom furniture increased 67K for one-time purchases for new building. Computers increased \$16K to meet the 1:1 student ratio. MSA-SA may purchase MSA-SC chromebooks at fair market value if they are still viable. Student food increased \$63K due to enrollment and other food increased \$3K for parent meetings.

Services and Operating (-\$289,782)

Direct and Indirect CMO Fees increased \$83K due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance decreased \$11K based on updated CharterSafe allocation. Utilities increased \$90K based on actual invoices for new school site. Rent increased \$36K for July & August Rent as well as additional charges for remaining in the building. After school program increased \$5K and district oversight fee increased \$8K due to increased LCFF. Fines & Penalties increased \$29K for the estimated property tax for the new school site. The school site was not exempt for the year as it was not placed in service until September. Technology services increased \$44K due to one-time tech purchases for new site and increased CoolSIS expense for higher student enrollment.

There was a reduction of \$25K from the October forecast as \$33K in interest expense was removed for the gym loan as this would begin in 17-18. Prior year expenses (not accrued) increased \$8K with audit adjustments.

Depreciation \$33,767

Depreciation decreased to match updated fixed asset schedule and calculated depreciation for the year. Estimated depreciation on new school building, and may change.

Magnolia Science Academy – San Diego

	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	1,032,060	3,365,610	3,065,431	3,065,431	-	(300,179)
Federal Revenue	6,703	133,928	139,972	139,972	-	6,044
Other State Revenues	84,899	301,331	380,036	386,040	6,004	84,709
Local Revenues	50,032	55,036	88,597	88,597	-	33,561
Fundraising and Grants	17,025	20,000	20,000	20,000	-	-
Total Revenue	1,190,718	3,875,905	3,694,036	3,700,040	6,004	(175,865)
Expenses						
Compensation and Benefits	887,338	2,155,725	2,253,786	2,256,594	(2,808)	(100,868)
Books and Supplies	49,249	163,559	179,076	179,076	-	(15,517)
Services and Other Operating Expenditure	418,963	1,325,125	1,199,279	1,199,279	-	125,846
Depreciation	18,591	44,619	39,460	39,460	-	5,159
Total Expenses	1,374,142	3,689,029	3,671,602	3,674,409	(2,808)	14,620
Operating Income	(183,423)	186,876	22,434	25,631	3,197	(161,245)
Fund Balance						
Beginning Balance (Unaudited)	1,173,620	1,053,661	1,173,620	1,173,620		
Audit Adjustment	960	-	961	960		
Beginning Balance (Audited)	1,174,581	1,053,661	1,174,581	1,174,581		
Operating Income (including Depreciation)	(183,423)	186,876	22,434	25,631		
Ending Fund Balance	991,157	1,240,537	1,197,015	1,200,211		
Capital Outlay						
	-	-	-	-		
Operating Income (Less July Payroll)				125,565		
Total ADA		453.6	413.0	413.0		

Summary of Results

Forecasting a net income of \$25,631, a reduction of \$161,245 from the board approved budget and an increase of \$3,197 from the October forecast. Enrollment decreased by 42 from the approved budget to 428 students. FRL remains at 15%.

Variance Analysis

LCFF Revenue \$300,179

Enrollment decrease led to a decrease in LCFF

Other State Revenue \$84,709

Special Education revenue reduced \$13K with decreased enrollment. One-time funding increased \$89K at 214.55/PY ADA based on preliminary entitlement. This is an increase from the October forecast, which estimated \$200/PY ADA. State revenue increased by \$5K from the previous forecast due to PY state revenue not accrued.

Other Local Revenue \$33,561

Summer Program Revenue increased \$10K based on actual revenue. Other local revenue increased \$23K from school sales and \$10K from the Microsoft Refund.

Compensation and Benefits (-\$100,868)

Certificated payroll increased \$100K due to one-time July payroll adjustment, however, full-time Special Ed Teachers were removed and replaced with support staff, which lead to a savings of \$30K. Classified Payroll increased with the addition of a school psychologist, with a corresponding decrease in Special Ed contract instructors. H&W benefits increased \$22K as benefits are now being tracked on a per employee basis rather than an average cost. Accounts for employees opting in or moving to the family plan.

Certificated payroll increased \$6K from the October forecast due to one teacher being replaced and one substitute teacher added. H&W benefits decreased \$3K due to PPO adjustments. Net impact was an increase of \$3K to compensation and benefits.

Books and Supplies (-\$15,517)

Textbooks increased \$8K based on CY actuals. Custodial supplies decreased \$3K based on PY actuals. Uniform expenses increased \$13K based on CY actuals, but will not be sold based on new MPS policy. Non-capitalized equipment reduced by \$2.2K.

Services and Operating \$125,846

Direct CMO Fee reduced \$34K due to lower enrollment and maxed at 11% LCFF. Rent reduced \$25K based on actual lease agreement and repairs & maintenance reduced \$20K based on CY spending. Consultants decreased \$40K as school is no longer hiring a contracted counselor. Prior year expenses not accrued increased \$8K due to district oversight, SubReady, Ricoh, Mission Janitorial, Hess & Associates, and teacher reimbursements. SpEd contractors decreased \$15K based on PY actuals and less amount paid out for psych services now that school psychologist is on staff. Substitutes reduced \$6K based on PY actuals.

MERF

	Actual YTD	Approved Budget September 8th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
Local Revenues	2,511,104	6,242,850	6,509,467	6,511,359	1,892	268,509
Fundraising and Grants	3,000	150,000	150,000	150,000	-	-
Total Revenue	2,514,104	6,392,850	6,659,467	6,661,359	1,892	268,509
Expenses						
Compensation and Benefits	1,588,199	3,467,487	3,720,949	3,713,429	7,520	(245,942)
Books and Supplies	33,998	75,821	82,620	94,820	(12,200)	(18,999)
Services and Other Operating Expenditure	1,130,788	2,537,455	2,790,966	2,825,323	(34,357)	(287,869)
Depreciation	3,195	7,666	1,440	1,440	-	6,226
Total Expenses	2,756,180	6,088,429	6,595,975	6,635,013	(39,037)	(546,584)
Operating Income	(242,076)	304,421	63,491	26,346	(37,145)	(278,075)
Fund Balance						
Beginning Balance (Unaudited)	(285,175)	(285,175)	(285,175)	(285,175)		
Audit Adjustment	311,971	311,971	315,263	311,971		
Beginning Balance (Audited)	26,796	26,796	30,088	26,796		
Operating Income	(242,076)	304,421	63,491	26,346		
Ending Fund Balance	(215,280)	331,217	93,579	53,142		

Summary of Results

Forecasting a net income of \$26,346, a reduction of \$278,075 from the board approved budget and a reduction of \$37,145 from the October forecast.

Variance Analysis

Other Local Revenue \$268,509

Other Local revenue increased \$25K due to refunds and return of security deposit that was not on the Balance Sheet. CMO Fee (Indirect): Increase of \$265K based on increased expenses, which are discussed further below. CMO Fee (Shared Staff): Increased \$41K based on actual contracted salaries and H&W benefits, which were higher than original budgeted.

Compensation and Benefits (-\$245,942)

Increased \$23K due to accrued PTO not budgeted, which is paid at the end of each fiscal year. Accrued Vacation previously not booked to the balance sheet, but accrued liability is \$72K as of September, which has been added to the forecast on a per employee basis. Increased \$67K due to two employees who were expected to leave prior to July 2016, but actually left in August/September, and their payroll and vacation payouts were not budgeted. Severance for two employees was not budgeted, increase of \$71K. STRS and PERS is now offered to all home office employees, with a corresponding increase of \$60K. Health & Welfare increased \$54K as it is based on a per employee basis with more employees opting-in as well as enrolling in the family plan.

Compensation and benefits decreased \$7K from the October forecast due to PPO adjustments.

Books and Supplies (-\$18,999)

Office supplies increased \$10K based on PY actuals. Computers increased \$5K based on CY spending and updated IT budget. Other Food increased \$11K based on PY and CY actuals. Educational software increased \$12K from the October forecast, but there was a corresponding decrease in professional development for expenses related to the academic department.

Services and Operating (-\$287,869)

Travel and conferences decreased \$34K due to less travel expected up north and a decrease in departmental travel budgets. Audit fees increased \$18K based on VTD PY actuals. Consultants increased \$44K based on increased parent outreach and based on actual contracts. Legal fees increased \$85K based on PY actuals as well as expected increase in legal fees with renewals. Licenses and other fees increased \$3K for use tax, which is paid by MERF. Professional development increased \$5K based on projected department needs as well as STEAM expo. Tuition Reimbursement increased \$53K based on actual participation. Staff recruiting increased \$21K for Department of Justice, fingerprinting and recruiting events. This was budgeted under 5822, but was moved to a new object code. Technology services and communications each increased by \$18K based on updated IT budget.

Expenses increased \$34K from the October forecast as a result of prior year expenses that were not accrued for in the amount of \$41K, including CoolSIS, Cannon, reimbursements, VTD, CalNET, EDD and First Student. Operations and housekeeping increased \$13K for the estimated cost of removal of items in Santa Clara storage. Reduced professional development by \$12K, as this was moved to educational software. Travel budget for CEO was decreased by \$10K.

ADA Analysis

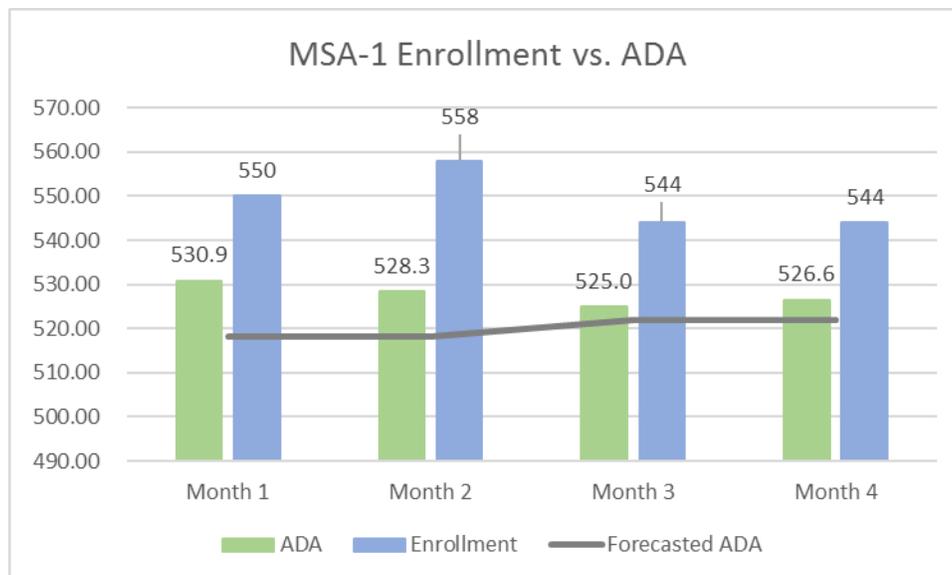
ADA drives revenue and decreases in enrollment or attendance can negatively affect the forecast. Below is a summary of sites and how their current ADA compares to the forecast. Since ADA is variable, with decreases usually seen during the holiday months, the forecast is only updated with material changes and when the P-1 is certified.

Summary

There will likely be a revenue increase on most sites as cumulative ADA is trending higher than the forecast

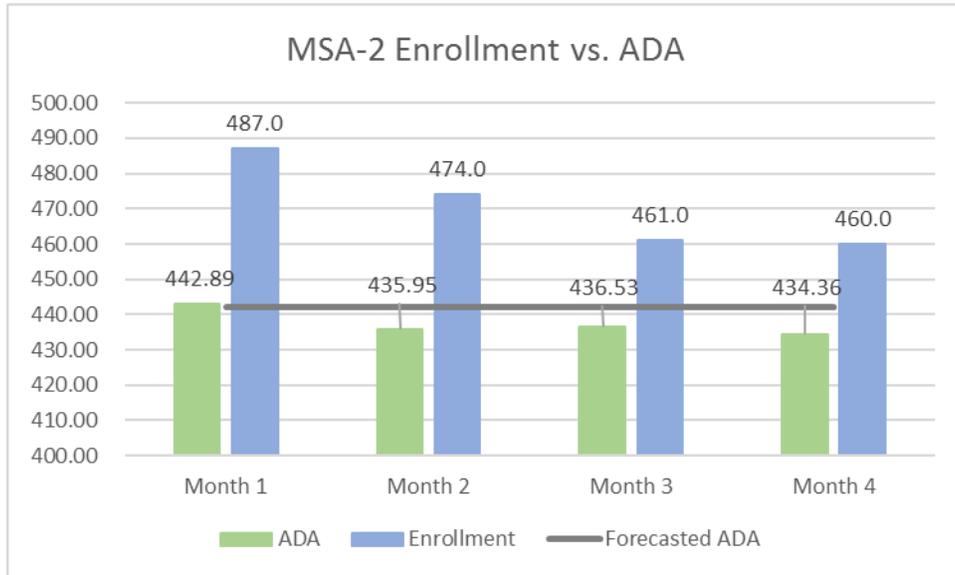
	Forecasted ADA	Cumulative ADA per Mo4	Variance
MSA-1	522.10	527.23	5.13
MSA-2	442.00	437.57	(4.43)
MSA-3	443.90	446.89	2.99
MSA-4	186.20	187.61	1.41
MSA-5	177.70	177.66	(0.04)
MSA-6	167.90	172.59	4.69
MSA-7	284.70	288.61	3.91
MSA-8	477.70	488.49	10.79
MSA-SA	606.00	615.47	9.47
MSA-SD	413.00	412.49	(0.51)
Total	3,721.20	3,754.61	33.41

MSA-1



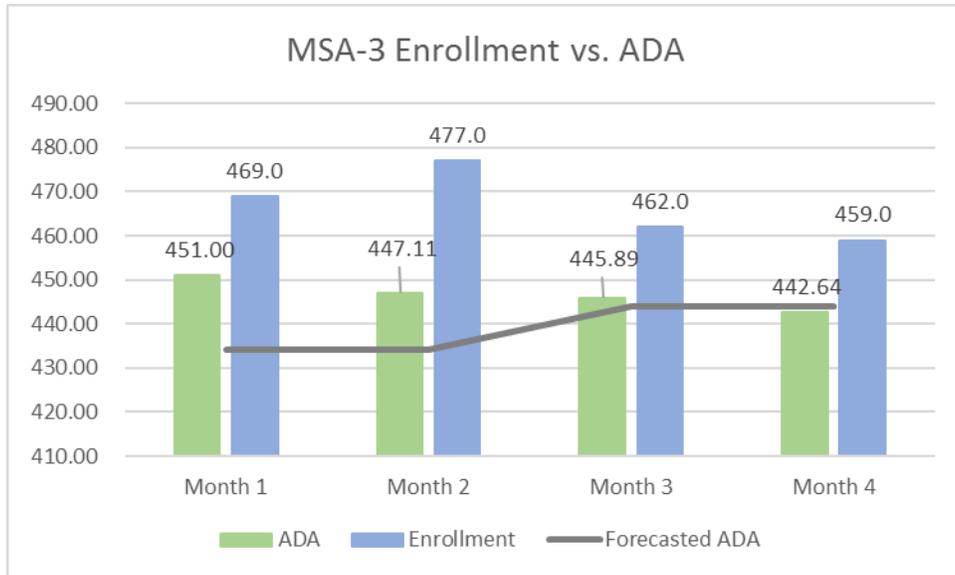
MSA-1 has an actual cumulative ADA of 527.23, a 5.66 increase from the current forecast.

MSA-2



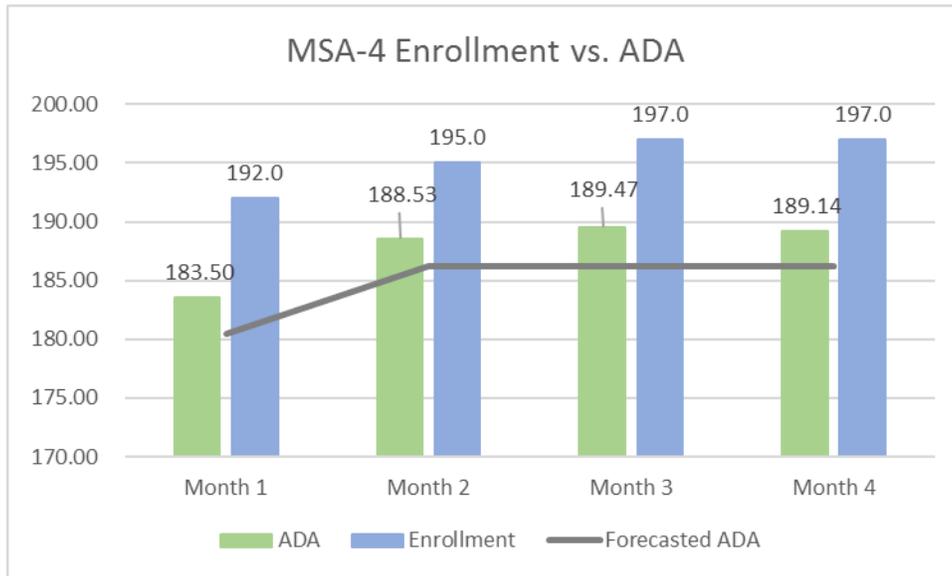
MSA-2 has an actual cumulative ADA of 437.57, a 4.40 decrease from the current forecast

MSA-3



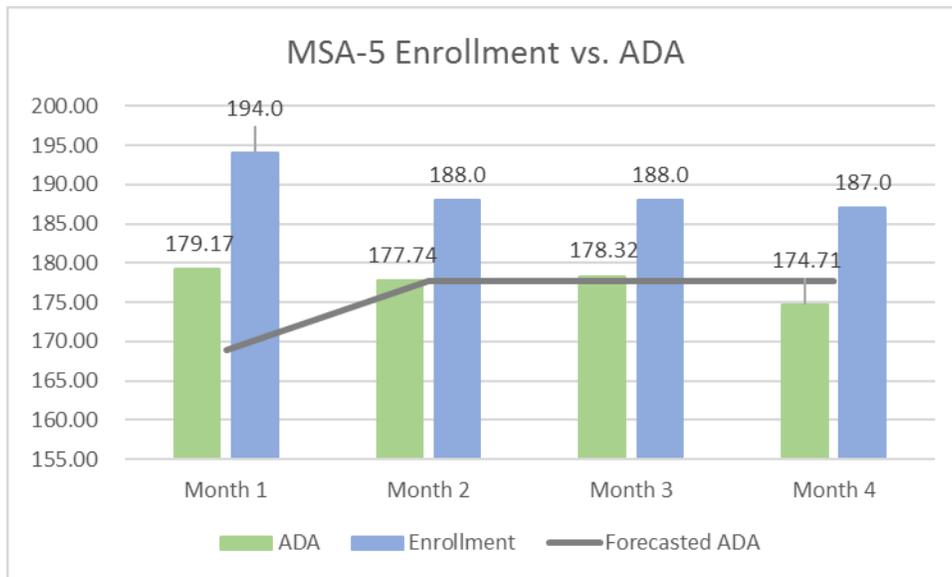
MSA-3 has an actual cumulative ADA of 446.89, a 2.99 increase from the current forecast.

MSA-4



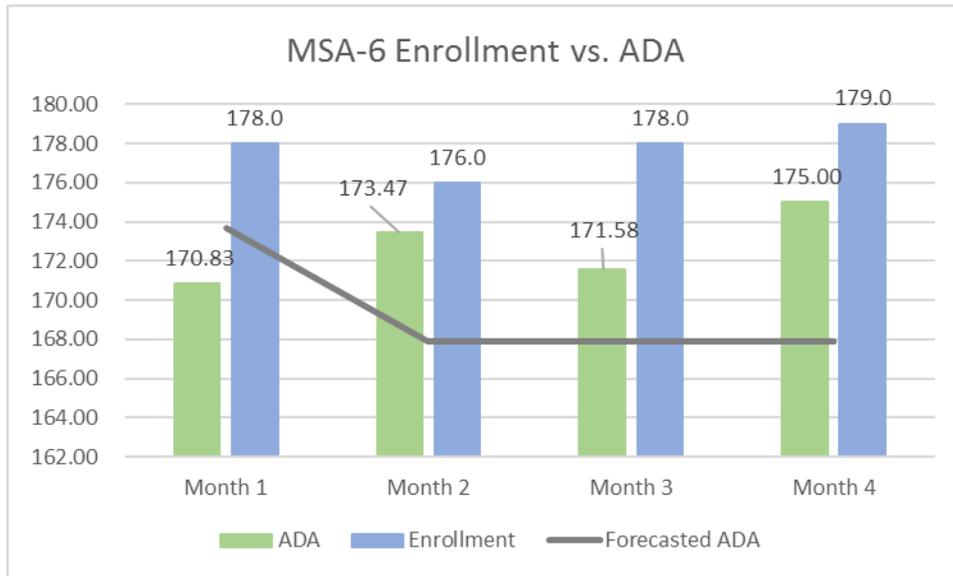
MSA-4 has an actual cumulative ADA of 187.61, a 1.37 increase from the current forecast

MSA-5



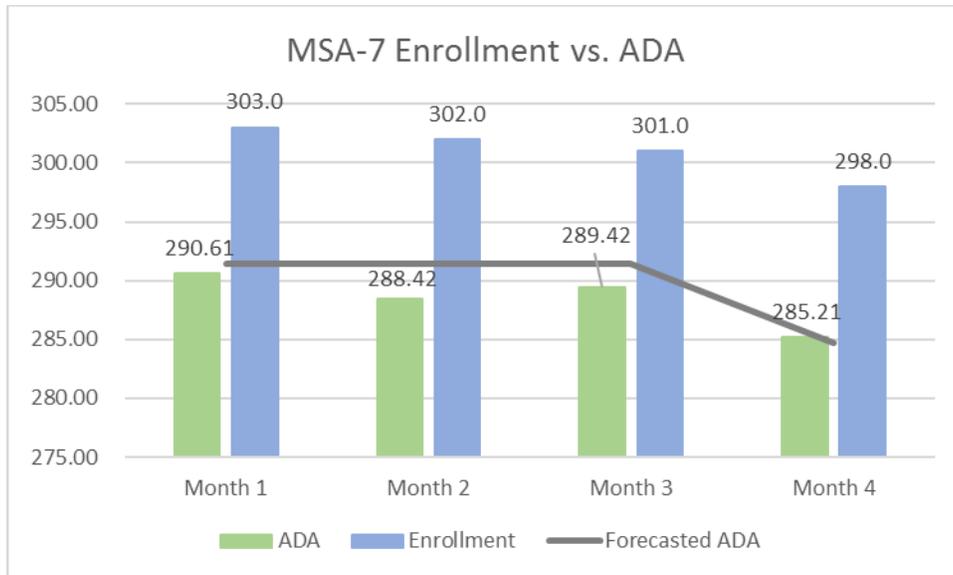
MSA-5 has an actual cumulative ADA of 177.66, a .01 increase from the current forecast.

MSA-6



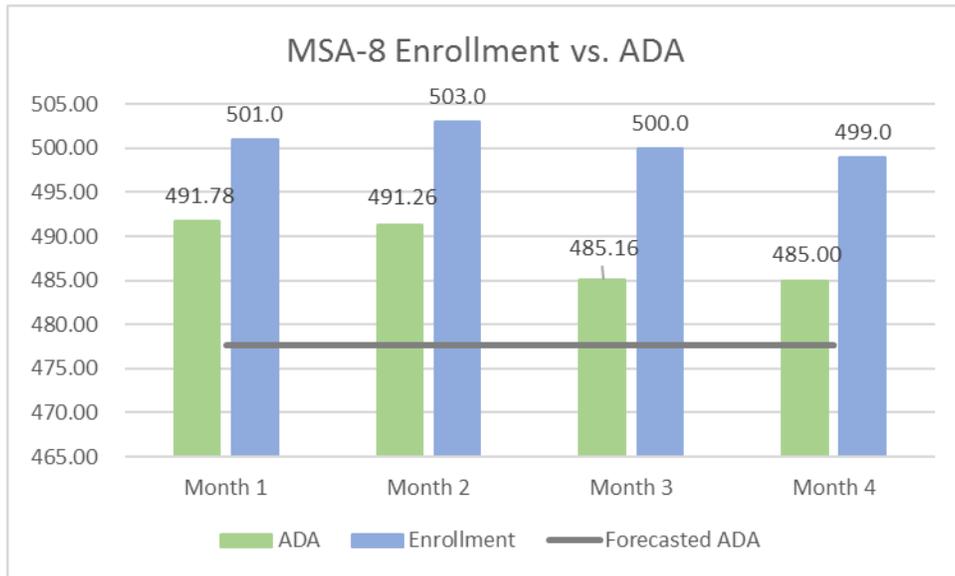
MSA-6 has an actual cumulative ADA of 172.59, a 4.68 increase from the current forecast.

MSA-7



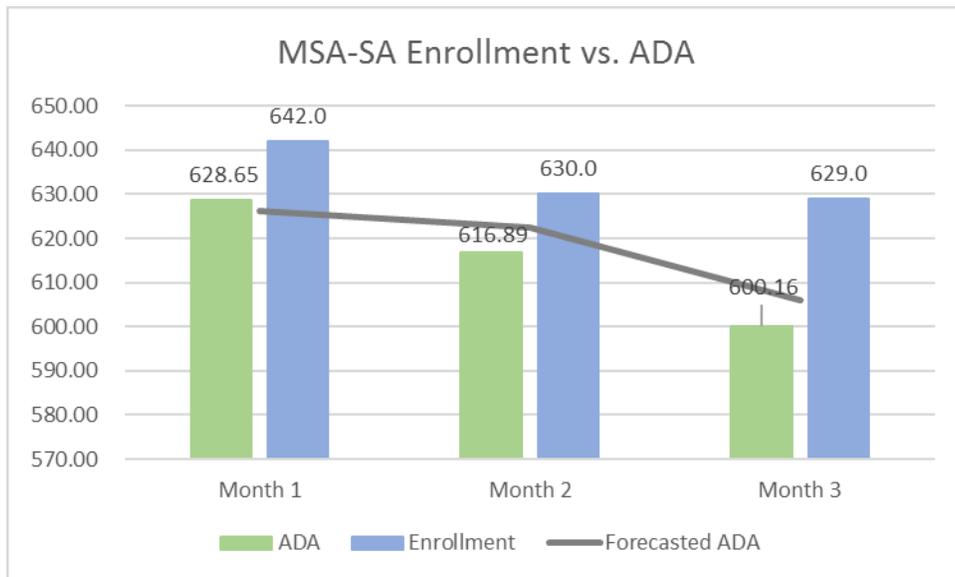
MSA-7 has an actual cumulative ADA of 288.61, a 3.94 increase from the current forecast. The forecast was updated in November to match current enrollment.

MSA-8



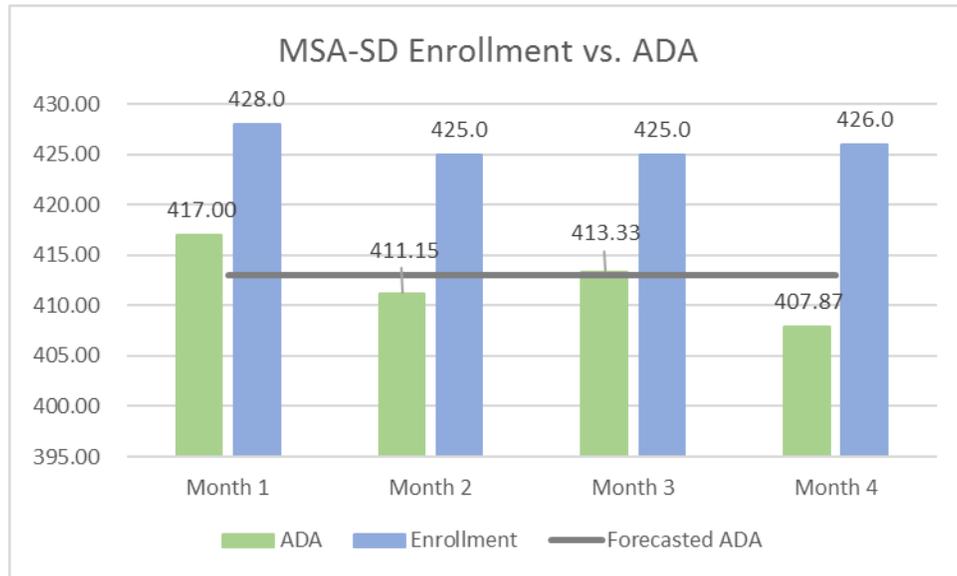
MSA-8 has an actual cumulative ADA of 488.49, a 10.81 increase from the current forecast.

MSA-SA



MSA-SA has an actual cumulative ADA of 615.47, a 9.45 increase from the current forecast.

MSA-SD



MSA-SD has an actual cumulative ADA of 412.49, a 0.53 decrease from the current forecast.

Exhibits

MSA-1 Cash Flow Forecast

Ending cash balance as of 11/30 was 958,225, and forecasted ending cash balance at 6/30 is \$1,222,598



MSA-1 Cash Flow

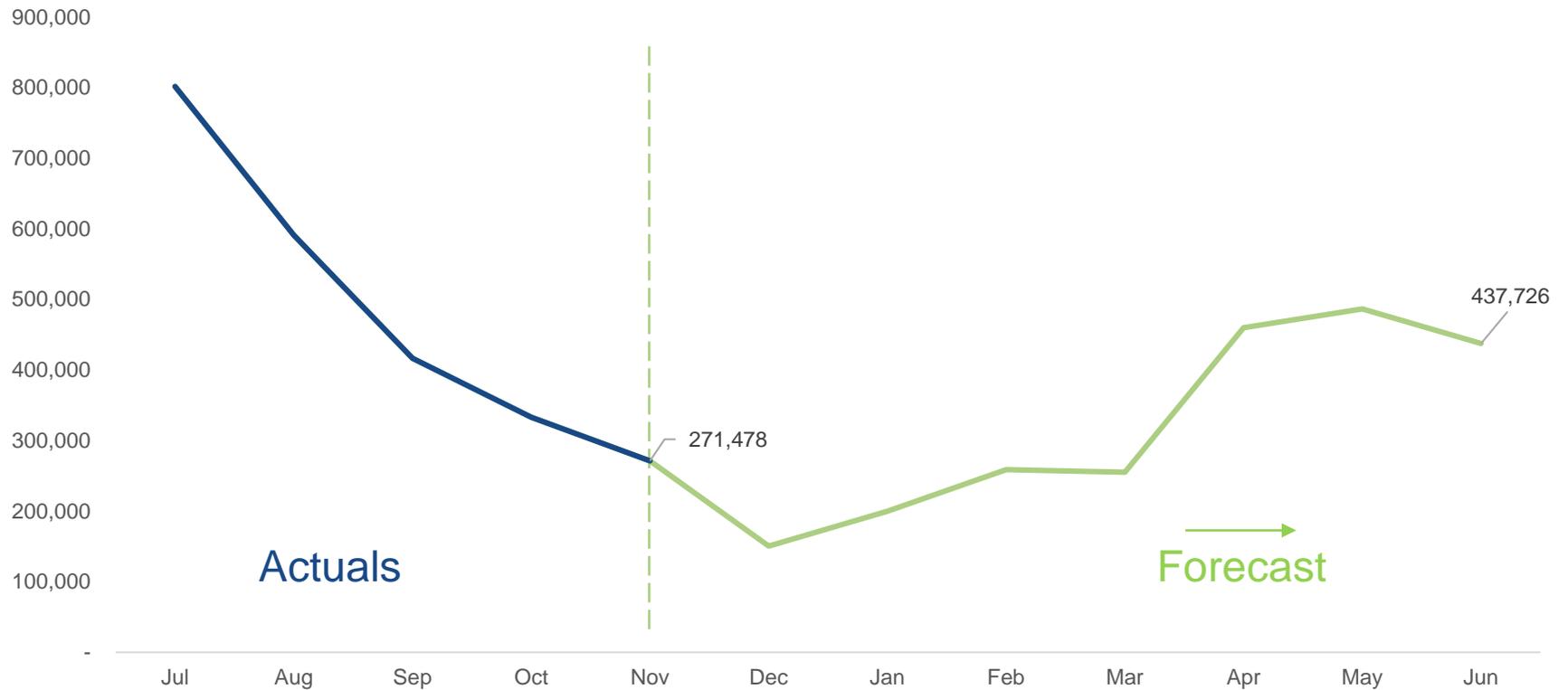


MSA-2 Cash Flow Forecast

Ending cash balance as of 11/30 was \$271,478, and forecasted ending cash balance at 6/30 is \$437,726



MSA-2 Cash Flow

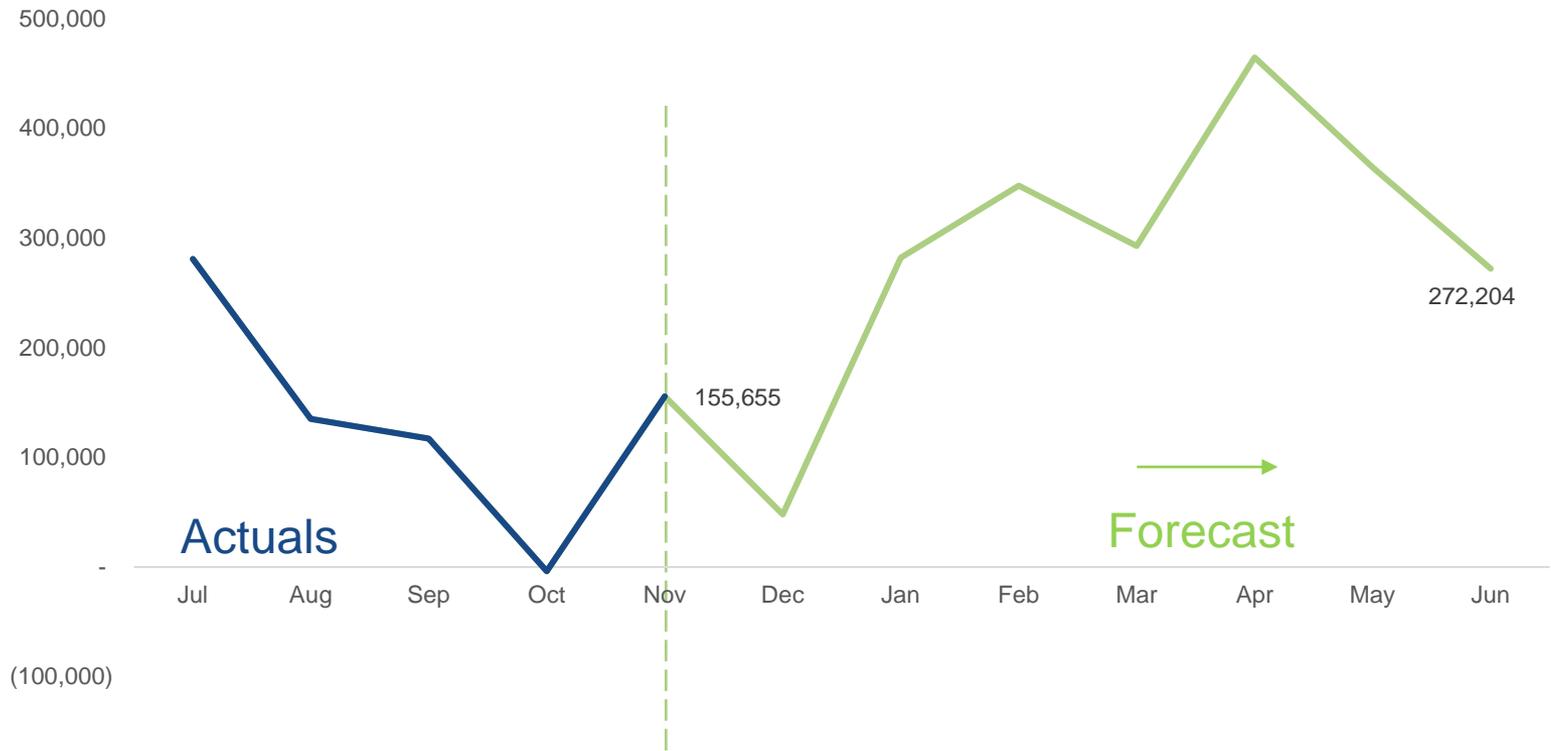


MSA-3 Cash Flow Forecast

Ending cash balance as of 11/30 was \$155,655 and forecasted ending cash balance at 6/30 is \$272,204

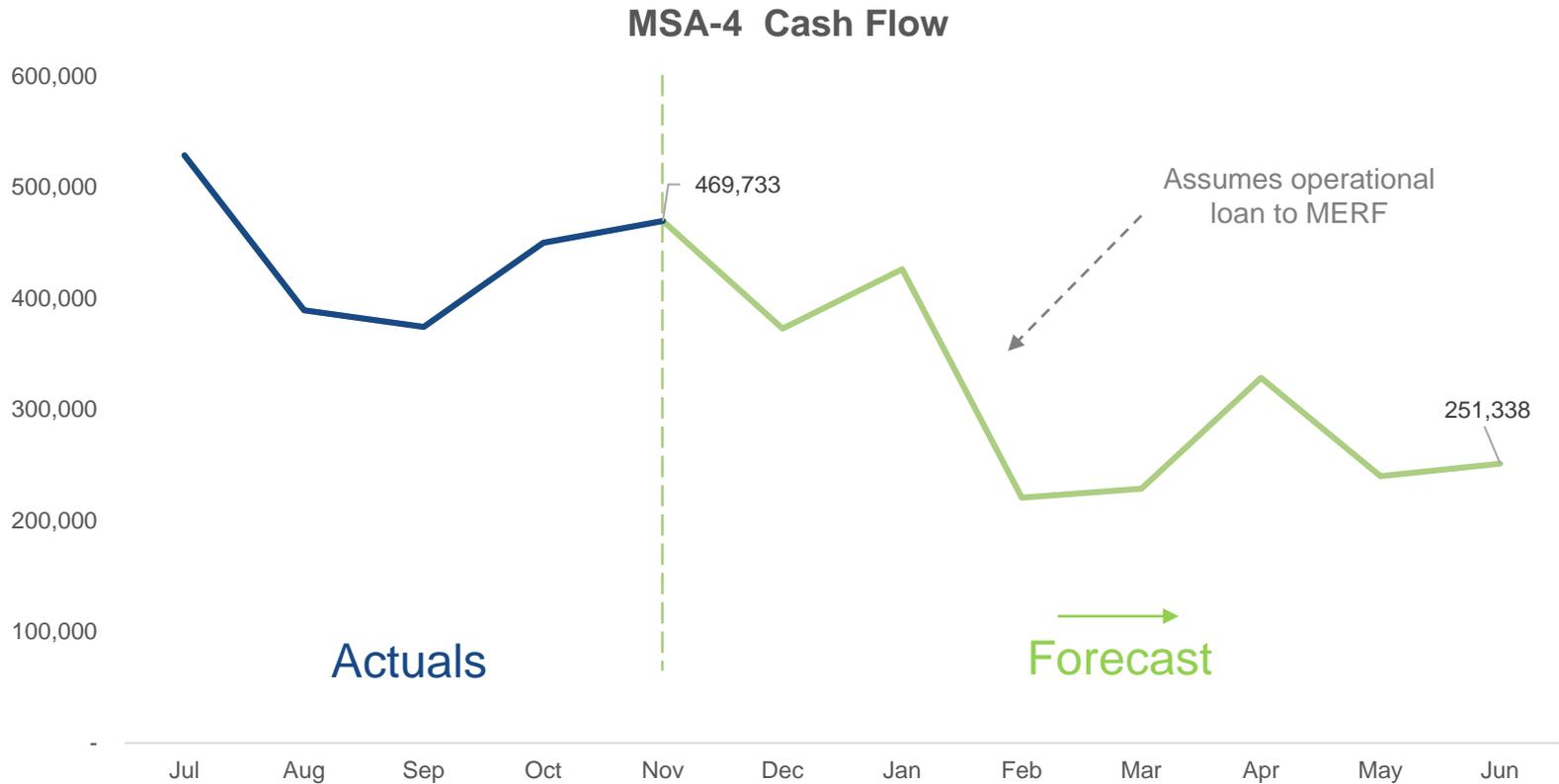


MSA-3 Cash Flow



MSA-4 Cash Flow Forecast

Ending cash balance as of 11/30 was \$469,173, and forecasted ending cash balance as of 6/30 is \$251,338

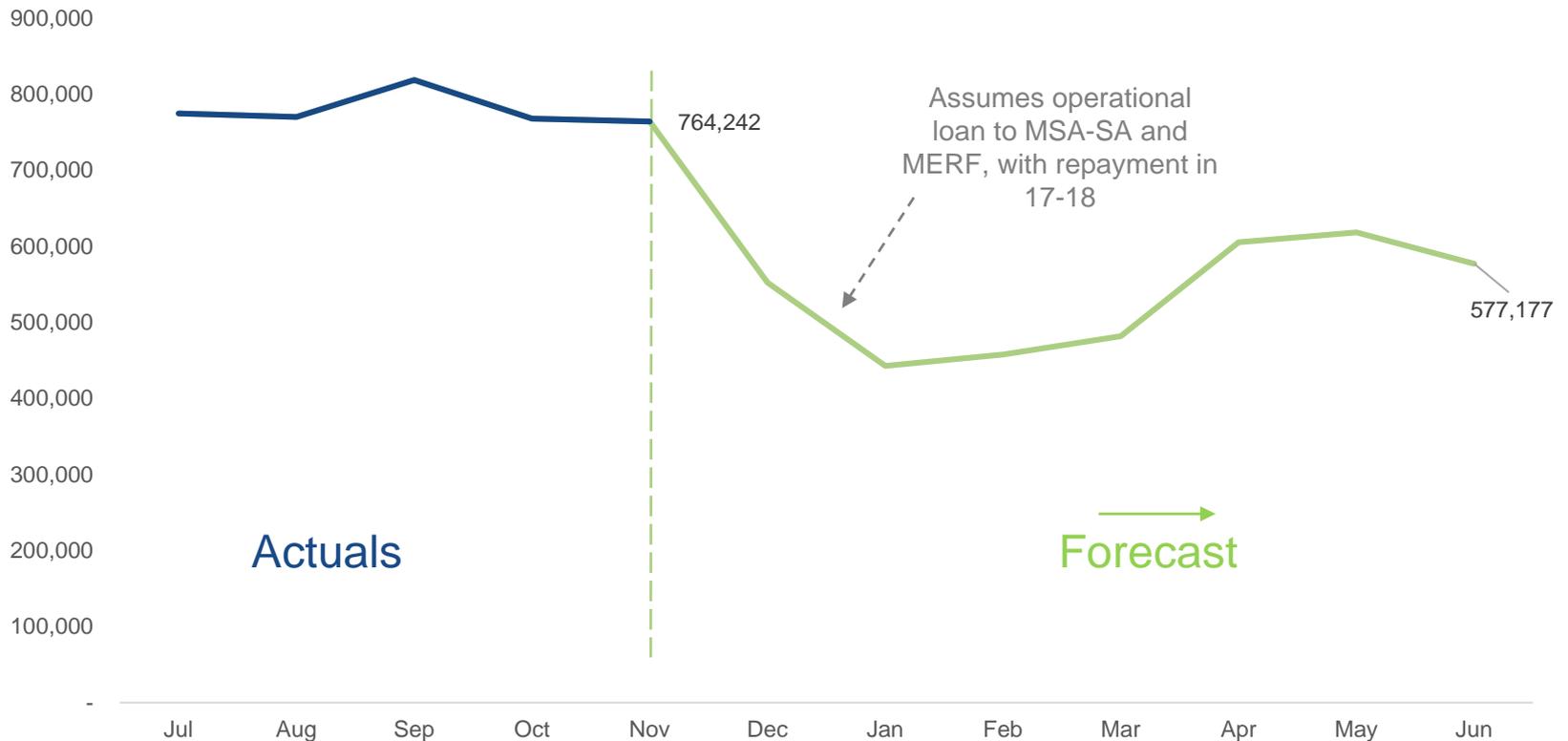


MSA-5 Cash Flow Forecast

Ending cash balance as of 11/30 was \$764,242 and forecasted ending cash balance as of 6/30 is \$577,177

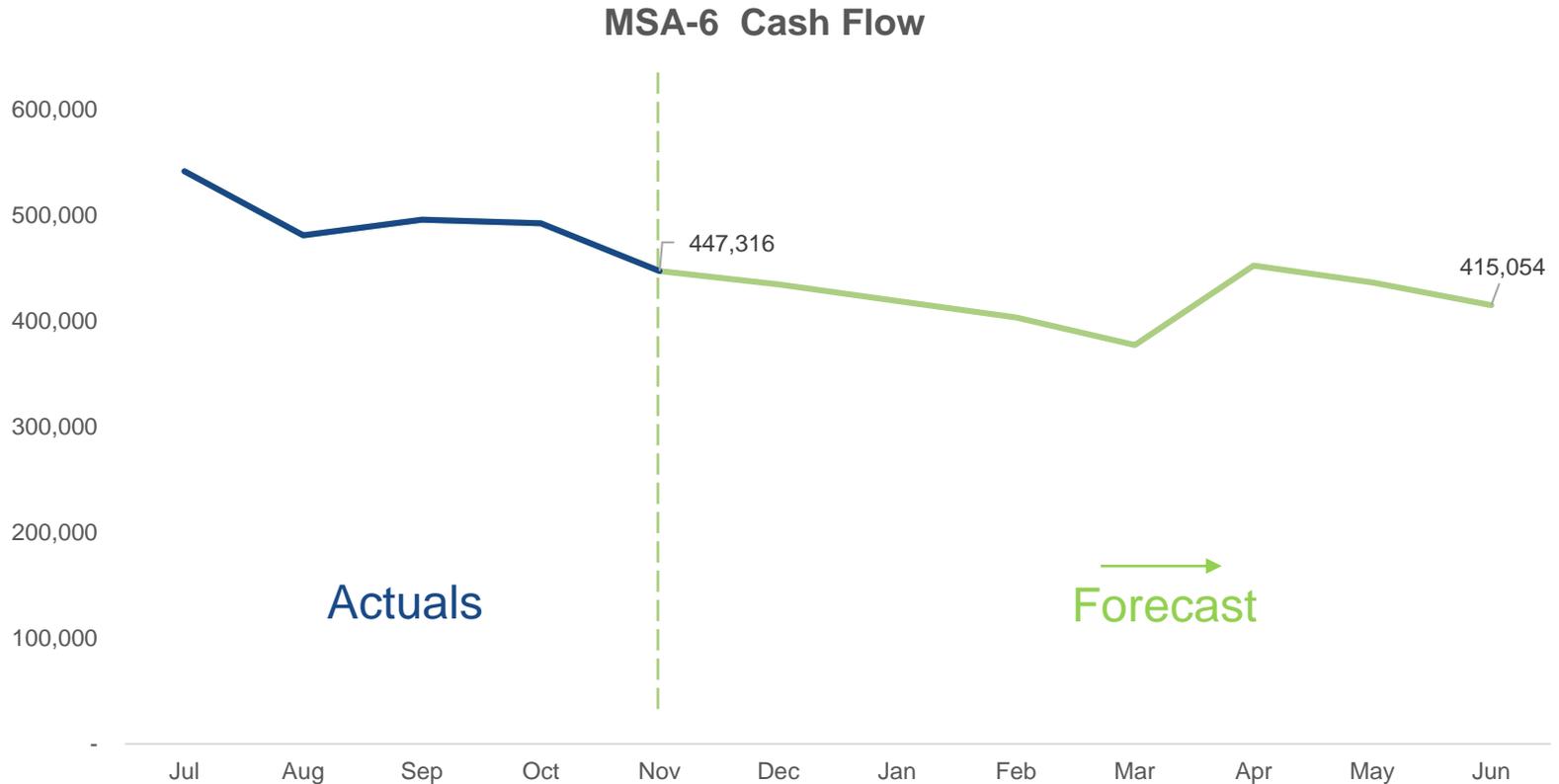


MSA-5 Cash Flow



MSA-6 Cash Flow Forecast

Ending cash balance as of 11/30 was \$447,316, and forecasted ending cash balance as of 6/30 is \$415,054

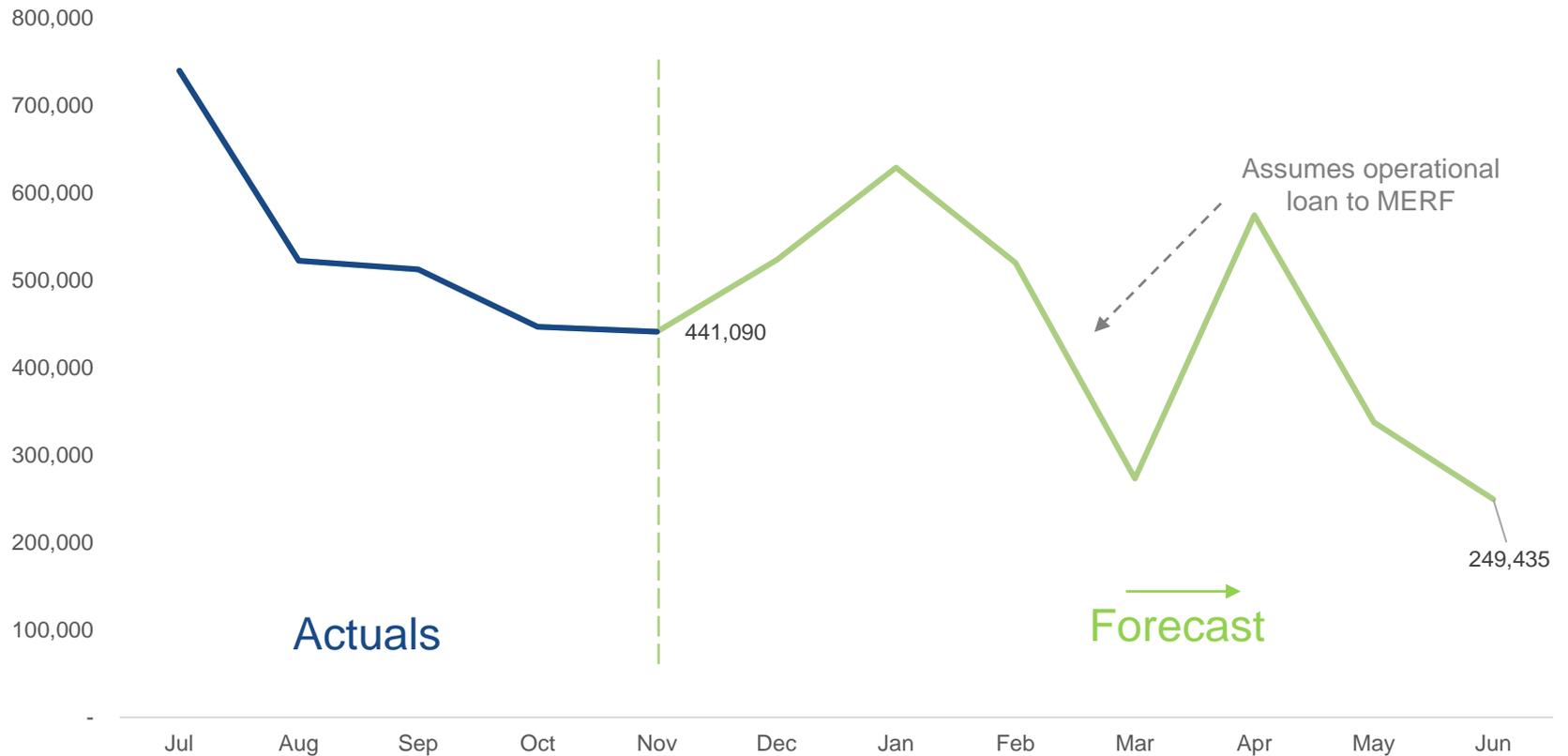


MSA-7 Cash Flow Forecast

Ending cash balance as of 11/30 was \$441,090 and forecasted ending cash balance as of 6/30 is \$249,435

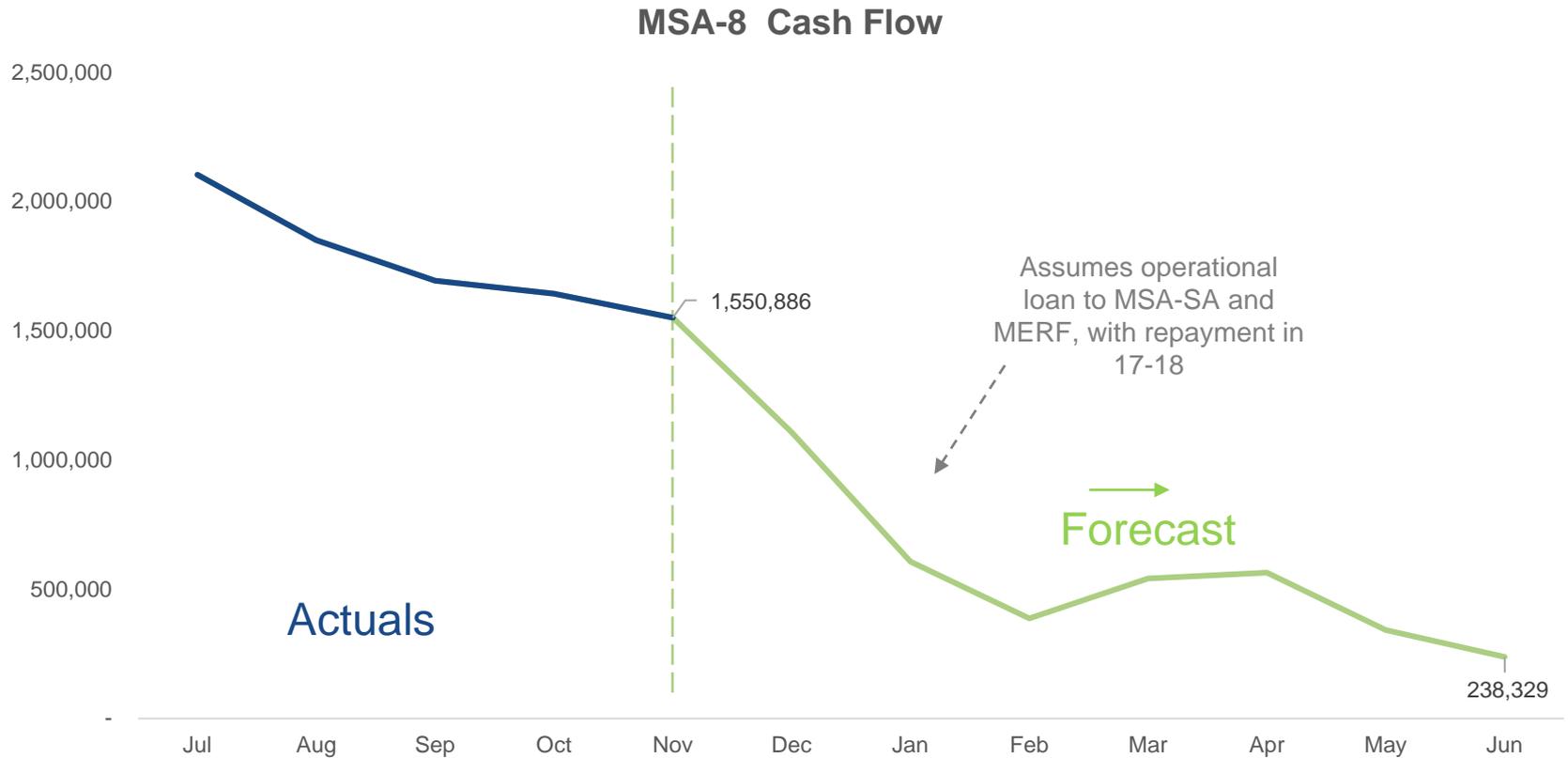


MSA-7 Cash Flow



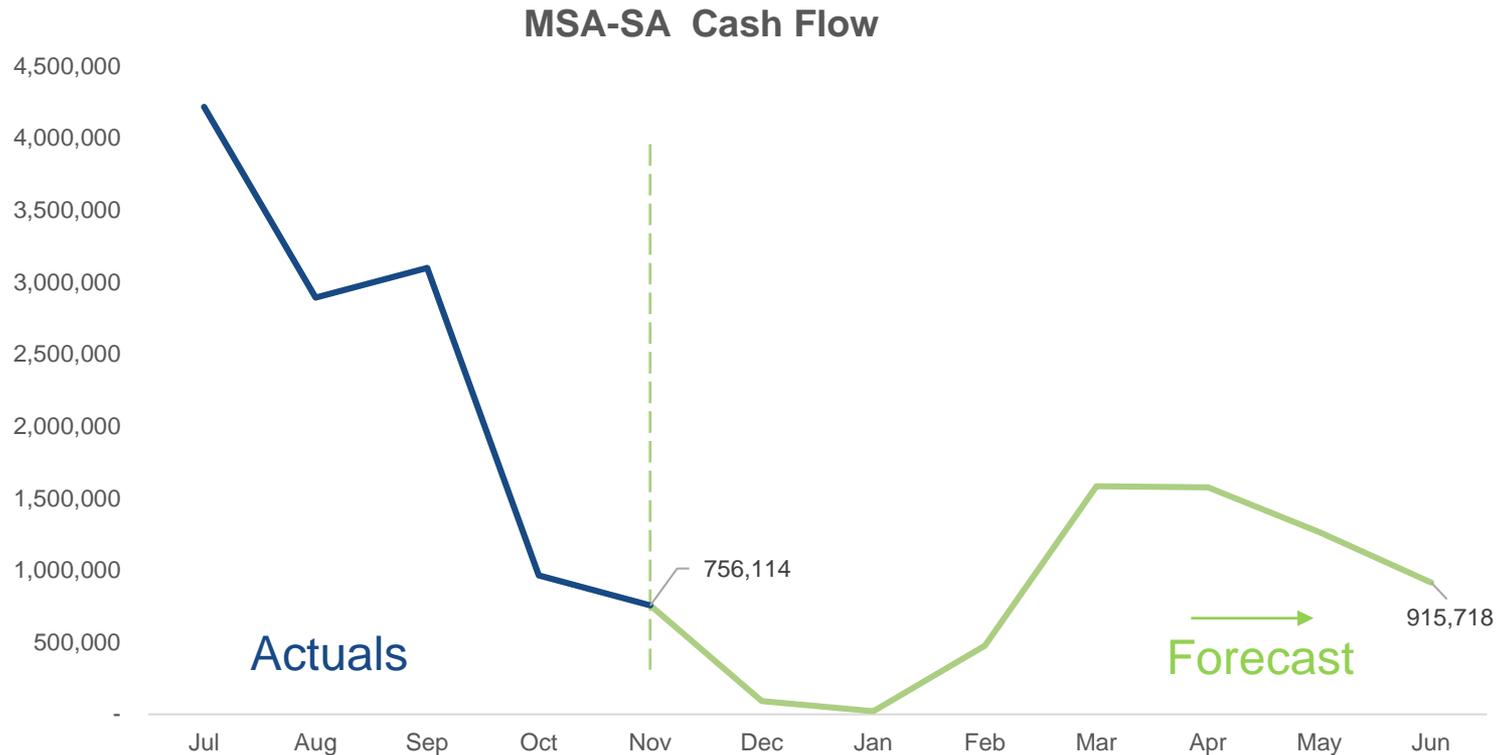
MSA-8 Cash Flow Forecast

Ending cash balance as of 11/30 was \$1,550,886, and forecasted ending cash balance as of 6/30 is \$238,329



MSA-SA Cash Flow Forecast

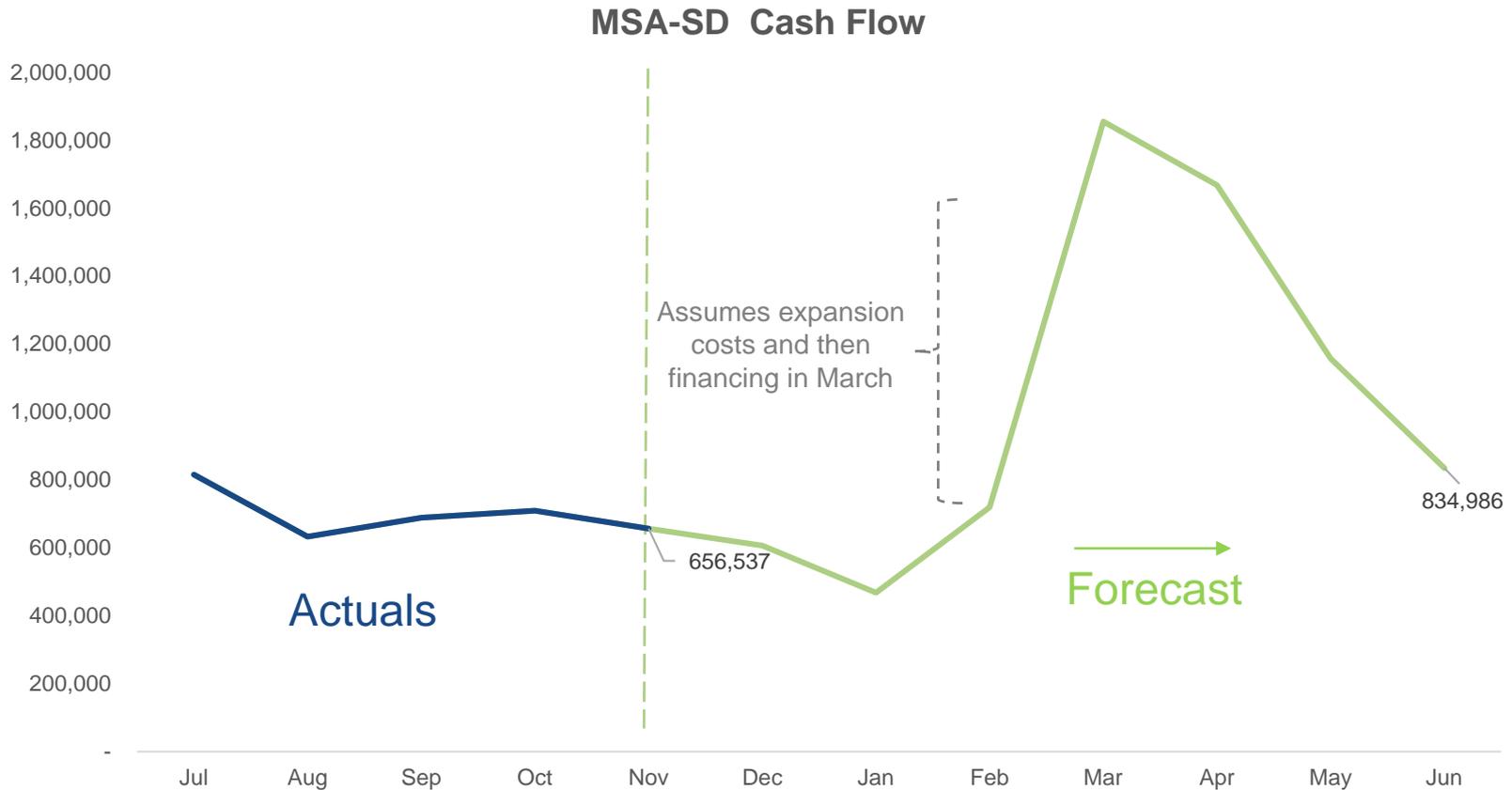
Ending cash balance as of 11/30 was \$756,114, and forecasted ending cash balance as of 6/30 is \$915,718



Operating cash balance at 11/30 is \$251,799 and Prop 1D cash balance is \$504,345

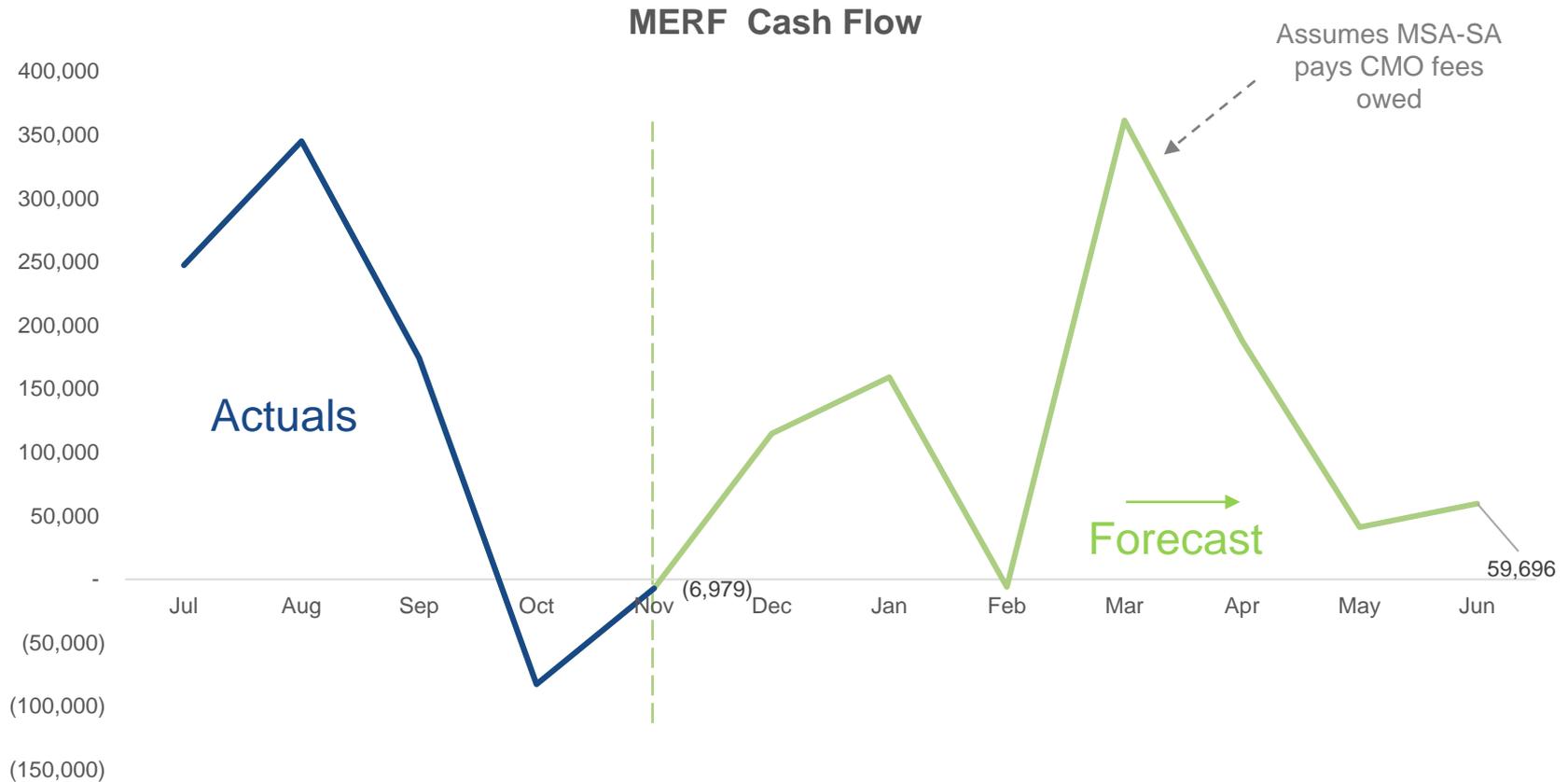
MSA-SD Cash Flow Forecast

Ending cash balance as of 11/30 was \$656,537 and forecasted ending cash balance as of 6/30 is \$834,986



MERF Cash Flow Forecast

Ending cash balance as of 11/30 was **(\$6,979)** and forecasted ending cash balance as of 6/30 is **\$59,696**



Assumes operating loans from MSA-4, 5, 7, and 8 totaling \$750,000 in order to remain cash positive

Balance Sheet

Total Assets as of 11/30 was \$36M



	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD	MERF	Total
11/30/2016													
Assets													
Cash Balances	\$ 958,225	\$ 271,478	\$ 155,655	\$ 469,733	\$ 764,242	\$ 447,316	\$ 441,090	\$ 1,550,886	\$ 756,114	\$ -	\$ 656,537	\$ (6,979)	\$ 6,464,297
Accounts Receivable	33,734	291	762	8,888	31,470	(396)	(3,634)	(5,531)	81,686	201,615	19,443	98,615	\$ 466,943
Prepays Deposits	39,035	-	-	-	-	-	4,000	-	46,690	56,590	25,000	16,000	\$ 187,315
Fixed Assets, Net	3,637,085	169,849	76,544	60,304	(255)	63,747	20,040	112,297	16,866,612	135,351	322,740	15,968	\$ 21,480,283
Intercompany Receivable	666,814	289,520	368,670	203,595	236,540	400,000	365,689	1,126,145	12,640	33,781	165,282	3,588,259	\$ 7,456,933
Total Assets	\$ 5,334,894	\$ 731,138	\$ 601,630	\$ 742,520	\$ 1,031,997	\$ 910,666	\$ 827,185	\$ 2,783,796	\$ 17,763,742	\$ 427,337	\$ 1,189,002	\$ 3,711,862	\$ 36,055,770
Liabilities & Equity													
AP & Accrued Expenses	\$ 55,120	\$ 106,591	\$ 11,862	\$ 44,459	\$ 44,666	\$ 23,716	\$ 130,889	\$ 68,520	\$ 70,859	\$ 401,714	\$ 40,400	\$ 101,651	\$ 1,100,448
Deferred Revenue	-	-	-	-	-	-	-	-	61,355	-	-	-	\$ 61,355
Intercompany Balances Payable	54,938	10,628	106,222	127,614	11,119	74,956	126,450	7,251	2,357,180	747,095	5,639	3,827,840	\$ 7,456,933
Loans and other payables	2,800,000	16,674	-	-	-	-	-	-	8,744,488	35,646	151,806	(2,349)	\$ 11,746,265
Temporarily Restricted	120,195	93,549	102,835	72,231	53,216	64,308	73,273	99,897	5,842,987	85,451	187,098	-	\$ 6,795,041
Beginning Net Assets - Audited	3,040,218	1,047,401	872,587	590,260	1,024,300	881,130	874,080	2,870,950	2,455,934	(817,028)	987,482	26,796	\$ 13,854,109
Net Income (Loss) to Date	(735,577)	(543,705)	(491,876)	(92,044)	(101,304)	(133,443)	(377,508)	(262,822)	(1,769,061)	(25,540)	(183,423)	(242,076)	\$ (4,958,380)
Total Liabilities & Equity	\$ 5,334,894	\$ 731,138	\$ 601,630	\$ 742,520	\$ 1,031,997	\$ 910,666	\$ 827,185	\$ 2,783,796	\$ 17,763,742	\$ 427,337	\$ 1,189,002	\$ 3,711,862	\$ 36,055,770

Intercompany borrowing at \$7.46M as of 11/30. Balance at 6/30/15 was \$4.83M. Intercompany borrowing of \$2.63M in FY16-17.

Intercompany Balances

Total intercompany receivable/payable is \$7.46M at 11/30



Intercompany Borrowing (excluding CMO Fees)

	Due To											
	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD	MERF
MSA-1		-	-	1,837.66	-	-	-	-	2,254.67	-	-	50,845.45
MSA-2	-		-	1,490.34	2,179.78	-	-	-	-	-	2,419.98	4,538.30
MSA-3	-	-		-	-	-	-	-	503.88	-	2,411.47	103,307.02
MSA-4	-	-	-		-	-	-	-	2,061.37	-	-	1,705.36
MSA-5	-	-	-	-		-	-	-	-	2,857.26	5,233.30	3,028.25
MSA-6	-	-	-	-	-		-	-	-	669.38	-	2,383.37
MSA-7	-	-	-	-	-	-		-	-	790.99	-	125,659.22
MSA-8	-	-	-	-	-	-	-		-	2,002.49	-	5,248.63
MSA-SA	-	-	-	-	-	-	-	-		14,120.98	-	1,877,979.59
MSA-SC	-	-	-	-	-	-	-	-	-		-	747,094.75
MSA-SD	-	-	-	-	-	-	-	-	-	-		5,639.43
MERF	377,111.59	126,820.40	-	200,266.75	100,000.00	400,000.00	-	772,758.59	7,819.75	13,340.25	959.83	

Prepaid CMO Fee and (Payables)

MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD
289,703	162,699	368,670	(123,847)	134,360	(71,903)	365,689	353,386	(465,080)	154,257

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of November 2016 Close

	Budget vs. Actual		Budget					Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance	Variance			
					(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)			
SUMMARY									
Revenue									
LCFF Entitlement	1,588,415	5,251,881	5,311,771	5,311,771	-	59,890	3,723,356	30%	
Federal Revenue	98,424	695,788	1,197,994	1,201,999	4,005	506,211	1,103,574	8%	
Other State Revenues	257,987	898,245	1,150,509	1,158,352	7,843	260,107	900,364	22%	
Local Revenues	32,680	60,107	91,628	84,550	(7,077)	24,443	51,871	39%	
Fundraising and Grants	38,371	56,000	66,475	69,360	2,885	13,360	30,989	55%	
Total Revenue	2,015,878	6,962,021	7,818,376	7,826,032	7,656	864,011	5,810,154	26%	
Expenses									
Compensation and Benefits	1,450,656	3,362,064	3,789,975	3,809,470	(19,495)	(447,406)	2,358,814	38%	
Books and Supplies	205,566	539,025	644,264	647,387	(3,123)	(108,362)	441,821	32%	
Services and Other Operating Expenditures	992,166	2,727,983	2,856,771	2,856,771	-	(128,789)	1,864,605	35%	
Depreciation	75,735	181,768	146,166	146,166	-	35,602	70,431	52%	
Total Expenses	2,724,123	6,810,840	7,437,176	7,459,794	(22,618)	(648,954)	4,735,671	37%	
Operating Income	(708,245)	151,181	381,200	366,237	(14,962)	215,056	1,074,483	-193%	
Fund Balance									
Beginning Balance (Unaudited)	3,197,834	3,197,834	3,197,834	3,197,834				100%	
Audit Adjustment	(37,421)	-	(37,421)	(37,421)				100%	
Beginning Balance (Audited)	3,160,413	3,197,834	3,160,413	3,160,413				100%	
Operating Income (including Depreciation)	(708,245)	151,181	381,200	366,237				-193%	
Ending Fund Balance	2,452,168	3,349,015	3,541,613	3,526,650				70%	
Capital Outlay	27,331	100,000	540,000	540,000				0	
Operating Income (Less July Payroll)				564,599					
Total ADA		518.2	522.1	522.1				0%	

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget						
		Approved Budget	1st Interim	Proposed Revised	Variance	Variance	Forecast	% of Forecast		
		June 6th	October Forecast	Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent		
		Actual YTD								
REVENUE										
LCFF Entitlement										
8011	Charter Schools LCFF - State Aid	984,226	3,526,381	3,555,868	3,555,868	-	29,487	2,571,642	28%	
8012	Education Protection Account Entitlement	182,830	741,455	746,978	746,978	-	5,523	564,148	24%	
8019	State Aid - Prior Years	504	-	504	504	-	504	-	100%	
8096	Charter Schools in Lieu of Property Taxes	420,855	984,045	1,008,421	1,008,421	-	24,376	587,565	42%	
SUBTOTAL - LCFF Entitlement		1,588,415	5,251,881	5,311,771	5,311,771	-	59,890	3,723,356	30%	
8100 Federal Revenue										
8181	Special Education - Entitlement	42,018	104,677	103,560	103,560	-	(1,117)	61,542	41%	
8220	Child Nutrition Programs	-	264,295	270,521	270,521	-	6,226	270,521	0%	
8291	Title I	52,105	207,826	208,420	208,420	-	594	156,315	25%	
8292	Title II	-	8,236	8,236	8,236	-	0	8,236	0%	
8293	Title III	-	46,254	41,087	39,962	(1,125)	(6,292)	39,962	0%	
8296	Other Federal Revenue	2,632	64,500	564,500	564,500	-	500,000	561,868	0%	
8297	PY Federal - Not Accrued	1,669	-	1,669	1,669	-	1,669	-	100%	
8299	All Other Federal Revenue	-	-	-	5,130	5,130	5,130	5,130	0%	
SUBTOTAL - Federal Income		98,424	695,788	1,197,994	1,201,999	4,005	506,211	1,103,574	8%	
8300 Other State Revenues										
8319	Other State Apportionments - Prior Years	295	-	-	295	295	295	-	100%	
8381	Special Education - Entitlement (State)	122,692	294,859	292,124	292,124	-	(2,735)	169,432	42%	
8520	Child Nutrition - State	-	22,591	23,543	23,543	-	952	23,543	0%	
8545	School Facilities Apportionments	-	332,166	389,070	389,070	-	56,904	389,070	0%	
8550	Mandated Cost Reimbursements	-	14,680	122,101	129,649	7,548	114,969	129,649	0%	
8560	State Lottery Revenue	-	83,949	98,670	98,670	-	14,721	98,670	0%	
8590	All Other State Revenue	37,500	-	75,000	75,000	-	75,000	37,500	50%	
8596	ASES	97,500	150,000	150,000	150,000	-	-	52,500	65%	
SUBTOTAL - Other State Income		257,987	898,245	1,150,509	1,158,352	7,843	260,107	900,364	22%	

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8600	Other Local Revenue								
8634	Food Service Sales	3,031	7,000	7,000	7,000	-	-	3,969	43%
8682	Summer Program	-	13,600	34,822	34,822	-	21,222	34,822	0%
8690	Other Local Revenue	29,649	19,000	29,299	29,649	350	10,649	-	100%
8714	COP Option 3 Grants	-	20,507	20,507	13,080	(7,427)	(7,427)	13,080	0%
	SUBTOTAL - Local Revenues	32,680	60,107	91,628	84,550	(7,077)	24,443	51,871	39%
8800	Donations/Fundraising								
8801	Donations - Parents	19	2,750	2,750	2,750	-	-	2,731	1%
8802	Donations - Private	30,406	53,250	58,664	58,664	-	5,414	28,258	52%
8803	Fundraising	7,946	-	5,061	7,946	2,885	7,946	-	100%
	SUBTOTAL - Fundraising and Grants	38,371	56,000	66,475	69,360	2,885	13,360	30,989	55%
TOTAL REVENUE		2,015,878	6,962,021	7,818,376	7,826,032	7,656	864,011	5,810,154	26%
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	836,946	1,889,346	2,091,799	2,091,799	-	(202,452)	1,254,853	40%
1300	Certificated Supervisor & Administrator Salaries	166,608	387,835	435,835	435,835	-	(47,999)	269,226	38%
	SUBTOTAL - Certificated Employees	1,003,554	2,277,182	2,527,634	2,527,634	-	(250,452)	1,524,079	40%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	62,188	173,174	212,822	212,822	-	(39,648)	150,634	29%
2900	Classified Other Salaries	71,527	187,025	184,770	200,520	(15,750)	(13,495)	128,993	36%
	SUBTOTAL - Classified Employees	133,716	360,199	397,592	413,342	(15,750)	(53,143)	279,626	32%

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual							
		Actual	Budget						
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
Employee Benefits Summary									
3100	STRS	110,529	275,673	315,460	315,460	-	(39,787)	204,931	35%
3200	PERS	14,716	21,860	43,438	45,625	(2,187)	(23,765)	30,909	32%
3300	OASDI-Medicare-Alternative	27,322	67,519	67,975	69,187	(1,212)	(1,668)	41,865	39%
3400	Health & Welfare Benefits	144,976	324,000	373,638	373,638	-	(49,638)	228,662	39%
3500	Unemployment Insurance	1,515	1,345	31,300	31,468	(169)	(30,123)	29,954	5%
3600	Workers Comp Insurance	14,328	34,286	32,938	33,115	(177)	1,171	18,787	43%
SUBTOTAL - Employee Benefits		313,386	724,683	864,749	868,494	(3,745)	(143,811)	555,108	36%
4000 Books & Supplies									
4100	Approved Textbooks & Core Curricula Materials	91,854	40,000	88,731	91,854	(3,123)	(51,854)	-	100%
4200	Books & Other Reference Materials	4,224	10,000	10,000	10,000	-	-	5,776	42%
4315	Custodial Supplies	4,152	20,000	20,000	20,000	-	-	15,848	21%
4320	Educational Software	15,573	20,000	20,000	20,000	-	-	4,427	78%
4325	Instructional Materials & Supplies	13,180	25,000	49,415	49,415	-	(24,415)	36,235	27%
4326	Art & Music Supplies	1,702	5,000	5,000	5,000	-	-	3,298	34%
4330	Office Supplies	6,937	9,200	17,000	17,000	-	(7,800)	10,063	41%
4345	Non Instructional Student Materials & Supplies	2,372	20,000	20,000	20,000	-	-	17,628	12%
4346	Teacher Supplies	3,311	5,000	5,000	5,000	-	-	1,689	66%
4350	Uniforms	-	1,500	1,500	1,500	-	-	1,500	0%
4400	Noncapitalized Equipment	-	30,000	30,000	30,000	-	-	30,000	0%
4420	Computers (individual items less than \$5k)	31,362	33,500	33,500	33,500	-	-	2,138	94%
4430	Non Classroom Related Furniture, Equipment & St	2,184	20,000	20,000	20,000	-	-	17,816	11%
4700	Food	23,782	296,825	316,118	316,118	-	(19,293)	292,336	8%
4720	Other Food	4,933	3,000	8,000	8,000	-	(5,000)	3,067	62%
SUBTOTAL - Books and Supplies		205,566	539,025	644,264	647,387	(3,123)	(108,362)	441,821	32%

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5000	Services & Other Operating Expenses								
5101	Shared Management Fee - CMO	405,080	972,192	949,506	949,506	-	22,686	544,426	43%
5102	Direct CMO Fee (Shared Staff)	-	38,472	41,484	41,484	-	(3,011)	41,484	0%
5210	Conference Fees	303	20,000	20,000	20,000	-	-	19,697	2%
5215	Travel - Mileage, Parking, Tolls	943	2,000	2,000	2,000	-	-	1,057	47%
5220	Travel and Lodging	-	2,000	2,000	2,000	-	-	2,000	0%
5300	Dues & Memberships	3,766	7,854	7,854	7,854	-	-	4,088	48%
5450	Insurance - Other	20,042	27,941	32,069	32,069	-	(4,128)	12,027	62%
5500	Operations & Housekeeping	13,005	29,400	50,000	50,000	-	(20,600)	36,995	26%
5510	Utilities - Gas and Electric	24,568	54,000	60,000	60,000	-	(6,000)	35,432	41%
5605	Equipment Leases	9,617	15,000	11,000	11,000	-	4,000	1,383	87%
5610	Rent	186,263	442,888	478,664	478,664	-	(35,776)	292,401	39%
5615	Repairs and Maintenance - Building	17,755	40,000	50,000	50,000	-	(10,000)	32,245	36%
5617	Repairs and Maintenance - Other Equipment	546	2,000	2,000	2,000	-	-	1,454	27%

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5803	Accounting Fees	-	5,000	10,000	10,000	-	(5,000)	10,000	0%
5809	Banking Fees	64	1,500	1,500	1,500	-	-	1,436	4%
5813	School Programs - After School Program	61,084	150,000	150,000	150,000	-	-	88,916	41%
5814	School Programs - Academic Competitions	-	5,000	5,000	5,000	-	-	5,000	0%
5819	School Programs - Other	3,933	13,000	28,000	28,000	-	(15,000)	24,067	14%
5820	Consultants - Non Instructional - Custom 1	2,833	15,000	15,000	15,000	-	-	12,168	19%
5822	Consultants - Non Instructional - Custom 3	1,587	77,565	94,000	94,000	-	(16,435)	92,413	2%
5824	District Oversight Fees	20,453	52,519	53,118	53,118	-	(599)	32,664	39%
5830	Field Trips Expenses	6,308	21,765	33,765	33,765	-	(12,000)	27,457	19%
5843	Interest - Loans Less than 1 Year	82,203	192,000	192,000	192,000	-	-	109,797	43%
5845	Legal Fees	2,325	20,000	40,000	40,000	-	(20,000)	37,675	6%
5851	Marketing and Student Recruiting	5,247	15,000	20,000	20,000	-	(5,000)	14,753	26%
5857	Payroll Fees	7,575	26,400	26,400	26,400	-	-	18,825	29%
5861	Prior Yr Exp (not accrued)	17,465	-	18,491	18,491	-	(18,491)	1,026	94%
5863	Professional Development	17,264	119,100	150,100	150,100	-	(31,000)	132,836	12%
5869	Special Education Contract Instructors	6,979	100,000	75,000	75,000	-	25,000	68,021	9%
5872	Special Education Encroachment	32,942	79,907	79,137	79,137	-	770	46,195	42%
5884	Substitutes	8,280	54,280	30,000	30,000	-	24,280	21,720	28%
5887	Technology Services	21,741	46,200	46,200	46,200	-	-	24,459	47%
5898	Bad Debt Expense	2,484	-	2,484	2,484	-	(2,484)	-	100%
5900	Communications	8,210	70,000	70,000	70,000	-	-	61,790	12%
5915	Postage and Delivery	1,300	10,000	10,000	10,000	-	-	8,700	13%
SUBTOTAL - Services & Other Operating Exp.		992,166	2,727,983	2,856,771	2,856,771	-	(128,789)	1,864,605	35%

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of November 2016 Close

		Budget vs.							
		Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
6000	Capital Outlay								
6100	Sites & Improvement of Sites	-	60,000	-	-	-	60,000	-	
6200	Buildings & Improvement of Buildings	-	-	500,000	500,000	-	(500,000)	500,000	0%
6400	Equipment	27,331	40,000	40,000	40,000	-	-	12,669	68%
	SUBTOTAL - Capital Outlay	27,331	100,000	540,000	540,000	-	(440,000)	512,669	5%
	TOTAL EXPENSES	2,675,719	6,729,072	7,831,010	7,853,628	(22,618)	(1,124,556)	5,177,909	34%
6900	Total Depreciation (includes Prior Years)	75,735	181,768	146,166	146,166	-	35,602	70,431	52%
	TOTAL EXPENSES including Depreciation	2,724,123	6,810,840	7,437,176	7,459,794	(22,618)	(648,954)	4,735,671	37%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of November 2016 Close

	Budget vs. Actual		Budget					
	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance	Variance	Forecast Remaining	% of Forecast Spent
					(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)		
SUMMARY								
Revenue								
LCFF Entitlement	1,335,849	4,518,778	4,285,683	4,285,683	-	(233,095)	2,949,834	31%
Federal Revenue	76,019	344,735	575,303	522,541	(52,761)	177,806	446,522	15%
Other State Revenues	149,369	355,213	542,429	544,067	1,638	188,854	394,698	27%
Local Revenues	8,253	93,069	68,329	69,981	1,652	(23,088)	61,728	12%
Fundraising and Grants	8,976	25,000	27,722	27,722	-	2,722	18,746	32%
Total Revenue	1,578,467	5,336,795	5,499,466	5,449,995	(49,471)	113,200	3,871,528	29%
Expenses								
Compensation and Benefits	1,244,572	2,987,228	3,183,183	3,122,411	60,772	(135,184)	1,877,839	40%
Books and Supplies	206,947	259,858	466,086	466,086	-	(206,228)	259,139	44%
Services and Other Operating Expenditures	656,488	1,903,069	1,803,695	1,821,025	(17,330)	82,044	1,164,538	36%
Depreciation	14,165	34,000	53,602	53,602	-	(19,602)	39,437	26%
Total Expenses	2,122,172	5,184,155	5,506,567	5,463,126	43,442	(278,970)	3,340,954	39%
Operating Income	(543,705)	152,640	(7,101)	(13,131)	(6,029)	(165,770)	530,574	4141%
Fund Balance								
Beginning Balance (Unaudited)	1,210,746	1,210,746	1,210,746	1,210,746				100%
Audit Adjustment	(69,796)	-	(69,794)	(69,796)				100%
Beginning Balance (Audited)	1,140,950	1,210,746	1,140,952	1,140,950				100%
Operating Income (including Depreciation)	(543,705)	152,640	(7,101)	(13,131)				4141%
Ending Fund Balance	597,245	1,363,386	1,133,851	1,127,820				53%
Capital Outlay	-	20,000	-	-				
Operating Income (Less July Payroll)								
				151,218				
Total ADA		470.0	442.0	442.0				0%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	805,106	2,968,874	2,813,240	2,813,240	-	(155,634)	2,008,134	29%
8012	Education Protection Account Entitlement	158,113	657,483	618,331	618,331	-	(39,152)	460,218	26%
8019	State Aid - Prior Years	402	-	402	402	-	402	-	100%
8096	Charter Schools in Lieu of Property Taxes	372,228	892,421	853,709	853,709	-	(38,712)	481,481	44%
SUBTOTAL - LCFF Entitlement		1,335,849	4,518,778	4,285,683	4,285,683	-	(233,095)	2,949,834	31%
8100 Federal Revenue									
8181	Special Education - Entitlement	37,163	94,931	93,918	93,918	-	(1,013)	56,755	40%
8220	Child Nutrition Programs	-	-	220,298	165,224	(55,075)	165,224	165,224	0%
8291	Title I	38,856	143,672	155,425	155,425	-	11,753	116,569	25%
8292	Title II	-	2,088	2,088	2,088	-	-	2,088	0%
8293	Title III	-	1,197	727	-	(727)	(1,197)	-	
8296	Other Federal Revenue	-	102,847	102,847	102,847	-	-	102,847	0%
8299	All Other Federal Revenue	-	-	-	3,040	3,040	3,040	3,040	0%
SUBTOTAL - Federal Income		76,019	344,735	575,303	522,541	(52,762)	177,806	446,522	15%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	3,353	-	-	-	-	-	(3,353)	
8381	Special Education - Entitlement (State)	108,516	267,404	258,371	258,371	-	(9,033)	149,855	42%
8520	Child Nutrition - State	-	-	20,152	15,114	(5,038)	15,114	15,114	0%
8550	Mandated Cost Reimbursements	-	11,676	105,374	112,050	6,676	100,374	112,050	0%
8560	State Lottery Revenue	-	76,133	83,532	83,532	-	7,399	83,532	0%
8590	All Other State Revenue	37,500	-	75,000	75,000	-	75,000	37,500	50%
SUBTOTAL - Other State Income		149,369	355,213	542,429	544,067	1,638	188,854	394,698	27%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual							
		Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8600	Other Local Revenue								
8634	Food Service Sales	127	-	5,000	5,000	-	5,000	4,873	3%
8636	Uniforms	-	30,900	-	-	-	(30,900)	-	
8682	Summer Program	-	13,600	30,210	30,210	-	16,610	30,210	0%
8690	Other Local Revenue	827	20,881	20,881	20,881	-	-	20,054	4%
8693	Field Trips	-	15,450	-	-	-	(15,450)	-	
8714	COP Option 3 Grants	7,299	12,238	12,238	13,890	1,652	1,652	6,591	53%
SUBTOTAL - Local Revenues		8,253	93,069	68,329	69,981	1,652	(23,088)	61,728	12%
8800	Donations/Fundraising								
8801	Donations - Parents	85	550	550	550	-	-	465	15%
8802	Donations - Private	159	24,450	21,450	18,440	(3,010)	(6,010)	18,281	1%
8803	Fundraising	8,732	-	5,722	8,732	3,010	8,732	-	100%
SUBTOTAL - Fundraising and Grants		8,976	25,000	27,722	27,722	(0)	2,722	18,746	32%
TOTAL REVENUE		1,578,467	5,336,795	5,499,466	5,449,995	(49,471)	113,200	3,871,528	29%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	657,608	1,636,384	1,679,192	1,629,672	49,520	6,712	972,064	40%
1300	Certificated Supervisor & Administrator Salaries	137,411	311,892	358,258	358,258	-	(46,366)	220,847	38%
SUBTOTAL - Certificated Employees		795,019	1,948,276	2,037,450	1,987,930	49,520	(39,655)	1,192,911	40%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	78,465	187,500	200,732	200,732	-	(13,232)	122,266	39%
2900	Classified Other Salaries	85,248	191,105	231,195	231,195	-	(40,090)	145,947	37%
SUBTOTAL - Classified Employees		163,714	378,605	431,926	431,926	-	(53,322)	268,213	38%
Employee Benefits Summary									
3100	STRS	87,032	242,200	252,160	245,870	6,290	(3,670)	158,838	35%
3200	PERS	16,676	28,074	46,503	46,503	-	(18,429)	29,828	36%
3300	OASDI-Medicare-Alternative	25,850	58,961	64,216	63,535	681	(4,574)	37,685	41%
3400	Health & Welfare Benefits	143,595	299,700	318,895	315,195	3,700	(15,495)	171,599	46%
3500	Unemployment Insurance	74	1,163	4,227	4,204	23	(3,041)	4,131	2%
3600	Workers Comp Insurance	12,613	30,249	27,805	27,248	558	3,001	14,635	46%
SUBTOTAL - Employee Benefits		285,839	660,347	713,807	702,555	11,252	(42,207)	416,716	41%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	50,215	25,000	69,000	69,000	-	(44,000)	18,785	73%
4200	Books & Other Reference Materials	5,812	10,000	6,000	6,000	-	4,000	188	97%
4315	Custodial Supplies	100	6,000	6,000	6,000	-	-	5,900	2%
4320	Educational Software	14,075	30,000	17,900	17,900	-	12,100	3,825	79%
4325	Instructional Materials & Supplies	8,897	25,558	10,000	10,000	-	15,558	1,103	89%
4326	Art & Music Supplies	-	1,500	-	-	-	1,500	-	-
4330	Office Supplies	9,616	27,200	30,000	30,000	-	(2,800)	20,384	32%
4340	Professional Development Supplies	440	2,300	2,300	2,300	-	-	1,860	19%
4345	Non Instructional Student Materials & Supplies	6,822	9,058	9,500	9,500	-	(442)	2,678	72%
4346	Teacher Supplies	288	250	737	737	-	(487)	449	39%
4350	Uniforms	-	500	-	-	-	500	-	-
4400	Noncapitalized Equipment	30,830	30,000	30,830	30,830	-	(830)	-	100%
4410	Classroom Furniture, Equipment & Supplies	10,079	15,000	10,079	10,079	-	4,921	-	100%
4420	Computers (individual items less than \$5k)	2,037	-	2,100	2,100	-	(2,100)	63	97%
4430	Non Classroom Related Furniture, Equipment & S	5,657	10,000	5,918	5,918	-	4,083	261	96%
4700	Food	56,361	64,492	257,723	257,723	-	(193,230)	201,361	22%
4720	Other Food	5,718	3,000	8,000	8,000	-	(5,000)	2,282	71%
	SUBTOTAL - Books and Supplies	206,947	259,858	466,086	466,086	-	(206,228)	259,139	44%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual							
		Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5000	Services & Other Operating Expenses								
5101	Shared Management Fee - CMO	405,080	972,192	893,653	893,653	-	78,539	488,573	45%
5102	Direct CMO Fee (Shared Staff)	-	34,890	35,119	35,119	-	(229)	35,119	0%
5210	Conference Fees	310	20,000	5,000	5,000	-	15,000	4,690	6%
5215	Travel - Mileage, Parking, Tolls	1,159	5,000	2,500	2,500	-	2,500	1,341	46%
5220	Travel and Lodging	-	5,000	3,000	3,000	-	2,000	3,000	0%
5225	Travel - Meals & Entertainment	-	6,000	-	-	-	6,000	-	-
5300	Dues & Memberships	3,376	6,000	6,000	6,000	-	-	2,624	56%
5450	Insurance - Other	14,920	24,209	22,975	22,975	-	1,234	8,055	65%
5500	Operations & Housekeeping	7,071	-	130,000	130,000	-	(130,000)	122,929	5%
5605	Equipment Leases	4,674	12,000	7,052	7,052	-	4,948	2,378	66%
5610	Rent	-	179,794	-	-	-	179,794	-	-
5615	Repairs and Maintenance - Building	4,214	5,000	5,000	5,000	-	-	787	84%
5617	Repairs and Maintenance - Other Equipment	-	2,000	-	-	-	2,000	-	-
5803	Accounting Fees	-	8,345	15,000	15,000	-	(6,655)	15,000	0%
5809	Banking Fees	64	1,000	1,000	1,000	-	-	936	6%
5813	School Programs - After School Program	640	3,605	3,605	3,605	-	-	2,965	18%
5814	School Programs - Academic Competitions	250	1,000	1,000	1,000	-	-	750	25%
5815	Consultants - Instructional	-	5,000	-	-	-	5,000	-	-
5819	School Programs - Other	2,270	13,000	13,000	13,000	-	-	10,730	17%
5820	Consultants - Non Instructional - Custom 1	13,439	23,000	23,000	23,000	-	-	9,561	58%
5822	Consultants - Non Instructional - Custom 3	2,651	67,234	89,000	89,000	-	(21,766)	86,349	3%
5824	District Oversight Fees	17,121	45,188	42,857	42,857	-	2,331	25,736	40%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5830	Field Trips Expenses	930	25,000	20,000	20,000	-	5,000	19,070	5%
5843	Interest - Loans Less than 1 Year	47	-	42	58	(16)	(58)	11	81%
5845	Legal Fees	9,525	30,000	40,000	40,000	-	(10,000)	30,475	24%
5851	Marketing and Student Recruiting	20,259	24,000	24,000	24,000	-	-	3,741	84%
5857	Payroll Fees	6,291	21,327	21,327	21,327	-	-	15,036	29%
5861	Prior Yr Exp (not accrued)	26,703	-	9,389	26,703	(17,314)	(26,703)	-	100%
5863	Professional Development	14,384	77,100	101,000	101,000	-	(23,900)	86,616	14%
5869	Special Education Contract Instructors	23,535	80,000	105,000	105,000	-	(25,000)	81,465	22%
5872	Special Education Encroachment	29,136	72,467	70,458	70,458	-	2,009	41,322	41%
5884	Substitutes	8,055	45,000	35,000	35,000	-	10,000	26,945	23%
5887	Technology Services	32,919	53,316	53,316	53,316	-	-	20,397	62%
5899	Miscellaneous Operating Expenses	(0)	-	-	-	-	-	0	
5900	Communications	4,796	30,000	20,000	20,000	-	10,000	15,204	24%
5915	Postage and Delivery	2,668	5,402	5,402	5,402	-	-	2,734	49%
SUBTOTAL - Services & Other Operating Exp.		656,488	1,903,069	1,803,695	1,821,025	(17,330)	82,044	1,164,538	36%
6000	Capital Outlay								
6100	Sites & Improvement of Sites	-	20,000	-	-	-	20,000	-	
SUBTOTAL - Capital Outlay		-	20,000	-	-	-	20,000	-	
TOTAL EXPENSES		2,108,007	5,170,155	5,452,965	5,409,523	43,442	(239,368)	3,301,516	39%
6900	Total Depreciation (includes Prior Years)	14,165	34,000	53,602	53,602	-	(19,602)	39,437	26%
TOTAL EXPENSES including Depreciation		2,122,172	5,184,155	5,506,567	5,463,126	43,442	(278,970)	3,340,954	39%

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of November 2016 Close

	Budget vs. Actual							
	Actual				Budget			
	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
LCFF Entitlement	1,305,443	4,245,387	4,303,143	4,303,143	-	57,756	2,997,700	30%
Federal Revenue	70,789	574,033	489,839	493,701	3,862	(80,332)	422,912	14%
Other State Revenues	245,529	694,406	872,841	879,335	6,494	184,929	633,806	28%
Local Revenues	1,105	24,785	42,516	40,114	(2,402)	15,329	39,009	3%
Fundraising and Grants	9,604	19,018	19,018	19,018	-	-	9,414	50%
Total Revenue	1,632,470	5,557,629	5,727,357	5,735,311	7,954	177,682	4,102,841	28%
Expenses								
Compensation and Benefits	1,353,132	2,812,109	3,327,107	3,370,534	(43,427)	(558,425)	2,017,402	40%
Books and Supplies	122,566	454,542	401,887	401,887	-	52,654	279,321	30%
Services and Other Operating Expenditures	643,648	1,935,913	2,029,286	2,029,286	-	(93,373)	1,385,638	32%
Depreciation	5,000	12,000	19,096	19,096	-	(7,096)	14,096	26%
Total Expenses	2,124,347	5,214,564	5,777,377	5,820,804	(43,427)	(606,240)	3,696,457	36%
Operating Income	(491,876)	343,065	(50,020)	(85,492)	(35,472)	(428,558)	406,384	575%
Fund Balance								
Beginning Balance (Unaudited)	976,777	976,777	976,777	976,777				100%
Audit Adjustment	(1,355)	-	(1,353)	(1,355)				100%
Beginning Balance (Audited)	975,422	976,777	975,424	975,422				100%
Operating Income (including Depreciation)	(491,876)	343,065	(50,020)	(85,492)				575%
Ending Fund Balance	483,546	1,319,842	925,404	889,930				54%
Capital Outlay	-	70,000	70,000	70,000				-
Operating Income (Less July Payroll)								
				100,538				
Total ADA		434.3	443.9	443.9				0%

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	798,962	2,817,402	2,841,941	2,841,941	-	24,539	2,042,979	28%
8012	Education Protection Account Entitlement	150,153	603,366	603,366	603,366	-	-	453,213	25%
8019	State Aid - Prior Years	399	-	399	399	-	399	-	100%
8096	Charter Schools in Lieu of Property Taxes	355,929	824,619	857,437	857,437	-	32,818	501,508	42%
SUBTOTAL - LCFF Entitlement		1,305,443	4,245,387	4,303,143	4,303,143	-	57,756	2,997,700	30%
8100 Federal Revenue									
8181	Special Education - Entitlement	35,536	87,719	86,783	86,783	-	(937)	51,247	41%
8220	Child Nutrition Programs	-	299,549	210,236	210,236	-	(89,313)	210,236	0%
8291	Title I	32,883	149,718	155,755	155,755	-	6,037	122,872	21%
8292	Title II	-	6,110	6,110	6,110	-	-	6,110	0%
8293	Title III	-	437	242	-	(242)	(437)	-	
8296	Other Federal Revenue	2,156	30,500	30,500	30,500	-	-	28,344	7%
8297	PY Federal - Not Accrued	214	-	214	214	-	214	-	100%
8299	All Other Federal Revenue	-	-	-	4,104	4,104	4,104	4,104	0%
SUBTOTAL - Federal Income		70,789	574,033	489,839	493,701	3,862	(80,332)	422,912	14%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	6,765	-	6,654	6,765	111	6,765	-	100%
8381	Special Education - Entitlement (State)	103,764	247,088	247,058	247,058	-	(30)	143,293	42%
8520	Child Nutrition - State	-	25,955	18,925	18,925	-	(7,030)	18,925	0%
8545	School Facilities Apportionments	-	190,316	190,316	190,316	-	-	190,316	0%
8550	Mandated Cost Reimbursements	-	10,698	100,991	107,374	6,384	96,676	107,374	0%
8560	State Lottery Revenue	-	70,349	83,897	83,897	-	13,548	83,897	0%
8590	All Other State Revenue	37,500	-	75,000	75,000	-	75,000	37,500	50%
8596	ASES	97,500	150,000	150,000	150,000	-	-	52,500	65%
SUBTOTAL - Other State Income		245,529	694,406	872,841	879,335	6,494	184,929	633,806	28%

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual							
		Actual				Budget			
		Approved Budget	1st Interim	Proposed Revised	Variance	Variance	Forecast	% of Forecast	
		June 6th	October Forecast	Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent	
		Actual YTD							
8600	Other Local Revenue								
8634	Food Service Sales	500	500	500	-	-	500	0%	
8682	Summer Program	10,200	27,931	27,931	-	17,731	27,931	0%	
8690	Other Local Revenue	5,000	5,000	5,000	-	-	3,895	22%	
8714	COP Option 3 Grants	9,085	9,085	6,683	(2,402)	(2,402)	6,683	0%	
8999	Uncategorized Revenue	-	-	-	-	-	(0)		
	SUBTOTAL - Local Revenues	1,105	24,785	42,516	(2,402)	15,329	39,009	3%	
8800	Donations/Fundraising								
8801	Donations - Parents	14,518	12,100	6,300	(5,800)	(8,218)	6,300	0%	
8802	Donations - Private	4,500	4,500	4,500	-	-	3,065	32%	
8803	Fundraising	-	2,418	8,218	5,800	8,218	49	99%	
	SUBTOTAL - Fundraising and Grants	9,604	19,018	19,018	(0)	-	9,414	50%	
TOTAL REVENUE		1,632,470	5,527,357	5,735,311	7,954	177,682	4,102,841	28%	

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget				Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)		
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	655,752	1,539,857	1,667,379	1,695,620	(28,241)	(155,763)	1,039,868	39%
1300	Certificated Supervisor & Administrator Salaries	201,213	250,512	451,787	454,829	(3,042)	(204,317)	253,615	44%
SUBTOTAL - Certificated Employees		856,965	1,790,369	2,119,166	2,150,449	(31,283)	(360,080)	1,293,484	40%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	106,807	107,832	191,469	214,146	(22,678)	(106,315)	107,340	50%
2900	Classified Other Salaries	83,357	262,278	242,399	229,912	12,487	32,366	146,555	36%
SUBTOTAL - Classified Employees		190,164	370,110	433,868	444,058	(10,191)	(73,948)	253,895	43%
Employee Benefits Summary									
3100	STRS	94,769	221,454	261,195	267,028	(5,833)	(45,573)	172,259	35%
3200	PERS	17,900	36,897	58,690	60,105	(1,415)	(23,208)	42,205	30%
3300	OASDI-Medicare-Alternative	30,366	60,337	66,240	67,720	(1,480)	(7,383)	37,354	45%
3400	Health & Welfare Benefits	150,045	303,750	354,933	347,668	7,264	(43,918)	197,623	43%
3500	Unemployment Insurance	66	1,106	4,269	4,291	(23)	(3,185)	4,225	2%
3600	Workers Comp Insurance	12,857	28,085	28,747	29,214	(467)	(1,129)	16,357	44%
SUBTOTAL - Employee Benefits		306,003	651,630	774,073	776,027	(1,953)	(124,397)	470,023	39%

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual							
		Actual		Budget					
		Approved Budget	1st Interim	Proposed Revised	Variance	Variance	Forecast	% of Forecast	
		June 6th	October Forecast	Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent	
		Actual YTD							
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	18,497	10,000	20,000	20,000	-	(10,000)	1,503	92%
4200	Books & Other Reference Materials	654	15,000	5,000	5,000	-	10,000	4,346	13%
4315	Custodial Supplies	-	77	77	77	-	-	77	0%
4320	Educational Software	10,480	16,000	16,000	16,000	-	-	5,520	66%
4325	Instructional Materials & Supplies	9,103	25,000	25,000	25,000	-	-	15,897	36%
4330	Office Supplies	2,941	20,200	20,200	20,200	-	-	17,259	15%
4345	Non Instructional Student Materials & Supplies	8,508	10,000	10,000	10,000	-	-	1,492	85%
4350	Uniforms	1,212	5,000	5,000	5,000	-	-	3,788	24%
4410	Classroom Furniture, Equipment & Supplies	2,167	-	5,000	5,000	-	(5,000)	2,833	43%
4420	Computers (individual items less than \$5k)	992	11,500	11,500	11,500	-	-	10,508	9%
4430	Non Classroom Related Furniture, Equipment & St	6,049	10,000	10,000	10,000	-	-	3,951	60%
4700	Food	56,692	329,264	264,110	264,110	-	65,154	207,418	21%
4720	Other Food	5,271	2,500	10,000	10,000	-	(7,500)	4,729	53%
	SUBTOTAL - Books and Supplies	122,566	454,542	401,887	401,887	-	52,654	279,321	30%
5000	Services & Other Operating Expenses								
5101	Shared Management Fee - CMO	367,104	881,049	860,141	860,141	-	20,908	493,037	43%
5102	Direct CMO Fee (Shared Staff)	-	33,176	35,273	35,273	-	(2,097)	35,273	0%
5210	Conference Fees	2,158	10,000	10,000	10,000	-	-	7,842	22%
5215	Travel - Mileage, Parking, Tolls	20	10,000	10,000	10,000	-	-	9,980	0%
5220	Travel and Lodging	-	505	505	505	-	-	505	0%
5300	Dues & Memberships	3,455	10,000	10,000	10,000	-	-	6,545	35%
5450	Insurance - Other	13,272	22,516	22,813	22,813	-	(297)	9,541	58%
5500	Operations & Housekeeping	-	5,000	5,000	5,000	-	-	5,000	0%
5605	Equipment Leases	7,300	15,600	15,600	15,600	-	-	8,300	47%
5610	Rent	-	253,755	210,000	210,000	-	43,755	210,000	0%
5615	Repairs and Maintenance - Building	2,343	10,500	10,500	10,500	-	-	8,158	22%
5617	Repairs and Maintenance - Other Equipment	-	1,500	1,500	1,500	-	-	1,500	0%
5803	Accounting Fees	-	5,000	10,000	10,000	-	(5,000)	10,000	0%
5809	Banking Fees	96	500	500	500	-	-	404	19%
5813	School Programs - After School Program	60,000	150,000	150,000	150,000	-	-	90,000	40%
5814	School Programs - Academic Competitions	-	500	500	500	-	-	500	0%
5820	Consultants - Non Instructional - Custom 1	2,742	12,000	12,000	12,000	-	-	9,258	23%
5822	Consultants - Non Instructional - Custom 3	30,983	75,944	114,944	114,944	-	(39,000)	83,961	27%
5824	District Oversight Fees	16,792	42,454	43,031	43,031	-	(578)	26,240	39%
5830	Field Trips Expenses	7,207	20,000	25,000	25,000	-	(5,000)	17,793	29%
5833	Fines and Penalties	72	100	100	100	-	-	28	72%
5845	Legal Fees	2,325	20,000	50,000	50,000	-	(30,000)	47,675	5%
5851	Marketing and Student Recruiting	3,075	30,000	15,000	15,000	-	15,000	11,925	21%
5857	Payroll Fees	6,892	24,000	24,000	24,000	-	-	17,108	29%
5861	Prior Yr Exp (not accrued)	11,903	-	13,258	13,258	-	(13,258)	1,355	90%
5863	Professional Development	3,879	42,100	93,100	93,100	-	(51,000)	89,221	4%
5869	Special Education Contract Instructors	10,764	51,500	58,500	58,500	-	(7,000)	47,736	18%

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual							
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5872	Special Education Encroachment	27,860	66,961	66,768	66,768	-	193	38,908	42%
5875	Staff Recruiting	18	54	54	54	-	-	36	34%
5884	Substitutes	25,365	55,000	75,000	75,000	-	(20,000)	49,635	34%
5887	Technology Services	31,928	49,700	49,700	49,700	-	-	17,772	64%
5900	Communications	4,076	30,000	30,000	30,000	-	-	25,924	14%
5915	Postage and Delivery	2,021	6,500	6,500	6,500	-	-	4,480	31%
SUBTOTAL - Services & Other Operating Exp.		643,648	1,935,913	2,029,286	2,029,286	-	(93,373)	1,385,638	32%
6000	Capital Outlay								
6100	Sites & Improvement of Sites	-	20,000	20,000	20,000	-	-	20,000	0%
6410	Computers (capitalizable items)	-	50,000	50,000	50,000	-	-	50,000	0%
SUBTOTAL - Capital Outlay		-	70,000	70,000	70,000	-	-	70,000	0%
TOTAL EXPENSES		2,119,347	5,272,564	5,828,281	5,871,708	(43,427)	(599,144)	3,752,361	36%
6900	Total Depreciation (includes Prior Years)	5,000	12,000	19,096	19,096	-	(7,096)	14,096	26%
TOTAL EXPENSES including Depreciation		2,124,347	5,214,564	5,777,377	5,820,804	(43,427)	(606,240)	3,696,457	36%

MAGNOLIA PUBLIC SCHOOLS - MSA-4

Budget vs. Actuals

As of November 2016 Close

	Budget vs. Actual		Budget					
	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance	Variance	Forecast Remaining	% of Forecast Spent
					(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)		
SUMMARY								
Revenue								
LCFF Entitlement	527,592	1,772,032	1,827,963	1,827,963	-	55,931	1,300,371	29%
Federal Revenue	37,687	252,308	246,704	247,687	983	(4,621)	210,000	15%
Other State Revenues	89,937	141,453	265,224	267,852	2,628	126,399	177,915	34%
Local Revenues	766	20,867	27,027	22,223	(4,804)	1,356	21,458	3%
Fundraising and Grants	7,166	10,000	12,374	12,374	-	2,374	5,207	58%
Total Revenue	663,148	2,196,660	2,379,292	2,378,099	(1,192)	181,439	1,714,952	28%
Expenses								
Compensation and Benefits	475,320	1,172,519	1,211,281	1,211,281	(1)	(38,762)	735,961	39%
Books and Supplies	55,297	158,736	132,461	132,807	(346)	25,930	77,510	42%
Services and Other Operating Expenditures	220,736	667,206	752,841	753,697	(856)	(86,491)	532,962	29%
Depreciation	3,840	9,221	15,656	15,656	-	(6,435)	11,816	25%
Total Expenses	755,192	2,007,682	2,112,238	2,113,441	(1,203)	(105,759)	1,358,249	36%
Operating Income	(92,044)	188,978	267,054	264,658	(2,395)	75,680	356,703	-35%
Fund Balance								
Beginning Balance (Unaudited)	763,641	567,722	763,641	763,641				100%
Audit Adjustment	(101,149)	-	(101,151)	(101,149)				100%
Beginning Balance (Audited)	662,491	567,722	662,490	662,491				100%
Operating Income (including Depreciation)	(92,044)	188,978	267,054	264,658				-35%
Ending Fund Balance	570,447	756,700	929,544	927,150				62%
Capital Outlay	-	-	-	-				
Operating Income (Less July Payroll)				347,353				
Total ADA		180.5	186.2	186.2				0%

MAGNOLIA PUBLIC SCHOOLS - MSA-4

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual							
		Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	320,252	1,168,273	1,198,751	1,198,751	-	30,478	878,499	27%
8012	Education Protection Account Entitlement	63,282	261,084	269,461	269,461	-	8,377	206,179	23%
8096	Charter Schools in Lieu of Property Taxes	144,058	342,675	359,751	359,751	-	17,076	215,693	40%
SUBTOTAL - LCFF Entitlement		527,592	1,772,032	1,827,963	1,827,963	-	55,931	1,300,371	29%
8100 Federal Revenue									
8181	Special Education - Entitlement	14,383	36,925	36,063	36,063	-	(862)	21,680	40%
8220	Child Nutrition Programs	-	25,038	21,841	21,841	-	(3,197)	21,841	0%
8291	Title I	14,558	59,536	58,233	58,233	-	(1,303)	43,675	25%
8292	Title II	-	2,380	2,380	2,380	-	-	2,380	0%
8293	Title III	-	323	81	-	(81)	(323)	-	
8296	Other Federal Revenue	8,746	128,106	128,106	128,106	-	-	119,360	7%
8297	PY Federal - Not Accrued	0	-	-	-	-	-	(0)	
8299	All Other Federal Revenue	-	-	-	1,064	1,064	1,064	1,064	0%
SUBTOTAL - Federal Income		37,687	252,308	246,704	247,687	983	(4,621)	210,000	15%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	10,440	-	10,396	10,440	45	10,440	-	100%
8381	Special Education - Entitlement (State)	41,997	104,034	99,993	99,993	-	(4,041)	57,996	42%
8520	Child Nutrition - State	-	2,522	2,031	2,031	-	(491)	2,031	0%
8550	Mandated Cost Reimbursements	-	5,663	42,604	45,188	2,584	39,525	45,188	0%
8560	State Lottery Revenue	-	29,234	35,200	35,200	-	5,967	35,200	0%
8590	All Other State Revenue	37,500	-	75,000	75,000	-	75,000	37,500	50%
SUBTOTAL - Other State Income		89,937	141,453	265,224	267,852	2,628	126,399	177,915	34%

MAGNOLIA PUBLIC SCHOOLS - MSA-4

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8600	Other Local Revenue								
8634	Food Service Sales	497	167	167	497	330	330	-	100%
8682	Summer Program	-	10,200	16,360	16,360	-	6,160	16,360	0%
8699	All Other Local Revenue	269	500	500	500	-	-	231	54%
8714	COP Option 3 Grants	-	10,000	10,000	4,867	(5,133)	(5,133)	4,867	0%
8999	Uncategorized Revenue	-	-	-	-	-	-	-	
	SUBTOTAL - Local Revenues	766	20,867	27,027	22,223	(4,804)	1,356	21,458	3%
8800	Donations/Fundraising								
8802	Donations - Private	-	10,000	5,846	-	(5,846)	(10,000)	-	
8803	Fundraising	7,166	-	6,528	12,374	5,846	12,374	5,207	58%
	SUBTOTAL - Fundraising and Grants	7,166	10,000	12,374	12,374	-	2,374	5,207	58%
TOTAL REVENUE		663,148	2,196,660	2,379,292	2,378,099	(1,192)	181,439	1,714,952	28%

MAGNOLIA PUBLIC SCHOOLS - MSA-4

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget				Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)		
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	243,492	566,257	610,860	610,860	-	(44,602)	367,367	40%
1300	Certificated Supervisor & Administrator Salaries	100,951	290,961	255,957	255,957	-	35,004	155,006	39%
SUBTOTAL - Certificated Employees		344,443	857,218	866,816	866,816	-	(9,598)	522,373	40%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	19,853	47,609	58,307	58,307	-	(10,698)	38,453	34%
2900	Classified Other Salaries	6,593	12,000	35,053	35,053	-	(23,053)	28,461	19%
SUBTOTAL - Classified Employees		26,446	59,609	93,360	93,360	-	(33,751)	66,914	28%
Employee Benefits Summary									
3100	STRS	37,007	107,838	107,882	107,882	-	(44)	70,875	34%
3200	PERS	1,713	5,328	5,200	5,200	-	129	3,486	33%
3300	OASDI-Medicare-Alternative	8,943	17,111	19,731	19,731	-	(2,620)	10,788	45%
3400	Health & Welfare Benefits	51,515	114,413	104,004	104,004	-	10,409	52,489	50%
3500	Unemployment Insurance	-	458	3,477	3,478	(1)	(3,019)	3,478	0%
3600	Workers Comp Insurance	5,253	10,544	10,812	10,812	-	(268)	5,559	49%
SUBTOTAL - Employee Benefits		104,431	255,692	251,104	251,105	(1)	4,587	146,674	42%

MAGNOLIA PUBLIC SCHOOLS - MSA-4

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	12,686	23,220	23,220	23,220	-	-	10,534	55%
4320	Educational Software	2,791	5,000	5,000	5,000	-	-	2,209	56%
4325	Instructional Materials & Supplies	1,129	15,000	15,000	15,000	-	-	13,871	8%
4330	Office Supplies	10,545	8,200	12,000	12,000	-	(3,800)	1,455	88%
4345	Non Instructional Student Materials & Supplies	769	35,000	9,000	9,000	-	26,000	8,232	9%
4400	Noncapitalized Equipment	869	1,000	1,000	1,000	-	-	131	87%
4410	Classroom Furniture, Equipment & Supplies	278	8,000	5,000	5,000	-	3,000	4,722	6%
4420	Computers (individual items less than \$5k)	5,004	29,500	10,000	10,000	-	19,500	4,996	50%
4700	Food	18,671	30,316	45,241	45,587	(346)	(15,270)	26,915	41%
4720	Other Food	2,553	3,500	7,000	7,000	-	(3,500)	4,447	36%
	SUBTOTAL - Books and Supplies	55,297	158,736	132,461	132,807	(346)	25,930	77,510	42%
5000	Services & Other Operating Expenses								
5101	Shared Management Fee - CMO	30,381	72,914	134,048	134,048	-	(61,134)	103,667	23%
5102	Direct CMO Fee (Shared Staff)	-	13,260	14,799	14,799	-	(1,539)	14,799	0%
5200	Travel & Conferences	125	4,000	4,000	4,000	-	-	3,875	3%
5210	Conference Fees	-	5,000	5,000	5,000	-	-	5,000	0%
5300	Dues & Memberships	1,830	3,400	3,400	3,400	-	-	1,570	54%
5450	Insurance - Other	7,319	14,446	11,056	11,056	-	3,390	3,737	66%
5500	Operations & Housekeeping	484	-	484	484	-	(484)	-	100%
5605	Equipment Leases	5,586	6,000	8,000	8,000	-	(2,000)	2,414	70%
5610	Rent	43,263	150,215	103,831	103,831	-	46,385	60,568	42%
5615	Repairs and Maintenance - Building	427	1,000	1,000	1,000	-	-	573	43%
5803	Accounting Fees	-	4,406	8,000	8,000	-	(3,594)	8,000	0%
5809	Banking Fees	80	515	515	515	-	-	435	15%
5814	School Programs - Academic Competitions	845	-	1,000	1,000	-	(1,000)	156	84%
5820	Consultants - Non Instructional - Custom 1	2,082	2,493	9,516	9,516	-	(7,023)	7,435	22%
5822	Consultants - Non Instructional - Custom 3	963	54,844	64,000	64,000	-	(9,156)	63,038	2%

MAGNOLIA PUBLIC SCHOOLS - MSA-4

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5824	District Oversight Fees	6,819	17,720	18,280	18,280	-	(559)	11,460	37%
5830	Field Trips Expenses	665	20,000	20,000	20,000	-	-	19,335	3%
5845	Legal Fees	2,500	5,000	15,000	15,000	-	(10,000)	12,500	17%
5851	Marketing and Student Recruiting	10,360	7,000	20,000	20,000	-	(13,000)	9,640	52%
5857	Payroll Fees	3,856	3,000	3,000	3,856	(856)	(856)	-	100%
5861	Prior Yr Exp (not accrued)	(1,142)	-	488	488	-	(488)	1,630	-234%
5863	Professional Development	294	29,000	54,000	54,000	-	(25,000)	53,706	1%
5869	Special Education Contract Instructors	15,598	50,000	50,000	50,000	-	-	34,402	31%
5872	Special Education Encroachment	11,276	28,192	28,192	28,192	-	-	16,916	40%
5884	Substitutes	11,460	25,200	25,200	25,200	-	-	13,740	45%
5887	Technology Services	32,020	57,000	57,000	57,000	-	-	24,980	56%
5893	Transportation - Student	23,759	65,000	67,000	67,000	-	(2,000)	43,241	35%
5898	Bad Debt Expense	32	-	32	32	-	(32)	-	100%
5900	Communications	8,595	24,000	24,000	24,000	-	-	15,405	36%
5915	Postage and Delivery	1,260	3,600	2,000	2,000	-	1,600	740	63%
SUBTOTAL - Services & Other Operating Exp.		220,736	667,206	752,841	753,697	(856)	(86,491)	532,962	29%
6000	Capital Outlay								
SUBTOTAL - Capital Outlay		-	-	-	-	-	-	-	
TOTAL EXPENSES		751,352	1,998,462	2,096,582	2,097,785	(1,203)	(99,324)	1,346,433	36%
6900	Total Depreciation (includes Prior Years)	3,840	9,221	15,656	15,656	-	(6,435)	11,816	25%
TOTAL EXPENSES including Depreciation		755,192	2,007,682	2,112,238	2,113,441	(1,203)	(105,759)	1,358,249	36%

MAGNOLIA PUBLIC SCHOOLS - MSA-5

Budget vs. Actuals

As of November 2016 Close

	Budget vs. Actual		Budget					
	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Current Forecast	Variance	Variance	Forecast Remaining	% of Forecast Spent
					(Previous vs. Current Forecast)	(Budget vs. Current Forecast)		
SUMMARY								
Revenue								
LCFF Entitlement	458,993	1,539,136	1,663,461	1,663,461	-	124,325	1,204,468	28%
Federal Revenue	25,192	176,079	164,581	164,096	(485)	(11,983)	138,904	15%
Other State Revenues	59,349	150,386	180,443	182,562	2,119	32,176	123,213	33%
Local Revenues	18,582	11,120	167,057	171,259	4,202	160,139	152,678	11%
Fundraising and Grants	339	500	500	500	-	-	161	68%
Total Revenue	562,454	1,877,220	2,176,042	2,181,878	5,836	304,657	1,619,424	26%
Expenses								
Compensation and Benefits	420,212	1,064,348	1,218,812	1,218,812	(1)	(154,464)	798,601	34%
Books and Supplies	86,896	185,900	195,400	199,400	(4,000)	(13,500)	112,504	44%
Services and Other Operating Expenditures	149,485	594,065	735,563	708,583	26,980	(114,518)	559,098	21%
Depreciation	7,165	17,201	17,201	4,774	12,427	12,427	(2,391)	150%
Total Expenses	663,758	1,861,515	2,166,976	2,131,570	35,406	(270,055)	1,467,812	31%
Operating Income	(101,304)	15,706	9,066	50,308	41,242	34,602	151,612	-201%
Fund Balance								
Beginning Balance (Unaudited)	1,144,335	951,134	1,144,335	1,144,335				100%
Audit Adjustment	(66,819)	-	(66,820)	(66,819)				100%
Beginning Balance (Audited)	1,077,516	951,134	1,077,515	1,077,516				100%
Operating Income (including Depreciation)	(101,304)	15,706	9,066	50,308				-201%
Ending Fund Balance	976,212	966,840	1,086,581	1,127,824				87%
Capital Outlay	-	-	-	-				
Operating Income (Less July Payroll)				116,613				
Total ADA		168.9	177.7	177.7				0%

MAGNOLIA PUBLIC SCHOOLS - MSA-5

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	281,803	988,758	1,074,007	1,074,007	-	85,248	792,204	26%
8012	Education Protection Account Entitlement	48,887	238,000	246,306	246,306	-	8,305	197,419	20%
8096	Charter Schools in Lieu of Property Taxes	128,303	312,377	343,149	343,149	-	30,771	214,846	37%
SUBTOTAL - LCFF Entitlement		458,993	1,539,136	1,663,461	1,663,461	-	124,325	1,204,468	28%
8100 Federal Revenue									
8181	Special Education - Entitlement	12,810	33,660	28,542	28,542	-	(5,118)	15,732	45%
8291	Title I	-	37,421	81,991	81,991	-	44,570	81,991	0%
8292	Title II	-	2,193	2,193	2,193	-	-	2,193	0%
8293	Title III	-	779	485	-	(485)	(779)	-	-
8296	Other Federal Revenue	12,382	102,026	102,026	102,026	-	-	89,644	12%
8297	PY Federal - Not Accrued	-	-	(50,656)	(50,656)	-	(50,656)	(50,656)	0%
SUBTOTAL - Federal Income		25,192	176,079	164,581	164,096	(485)	(11,983)	138,904	15%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	4,395	-	4,359	4,395	36	4,395	-	100%
8381	Special Education - Entitlement (State)	37,404	94,836	80,611	80,611	-	(14,226)	43,207	46%
8520	Child Nutrition - State	-	-	5,145	5,145	-	5,145	5,145	0%
8550	Mandated Cost Reimbursements	-	2,813	30,664	32,747	2,083	29,934	32,747	0%
8560	State Lottery Revenue	-	26,649	33,576	33,576	-	6,927	33,576	0%
8596	ASES	17,550	26,088	26,088	26,088	-	-	8,538	67%
SUBTOTAL - Other State Income		59,349	150,386	180,443	182,562	2,119	32,176	123,213	33%

MAGNOLIA PUBLIC SCHOOLS - MSA-5

Budget vs. Actuals

As of November 2016 Close

		Budget vs.							
		Actual				Budget			
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8600	Other Local Revenue								
8636	Uniforms	-	1,030	1,030	1,030	-	-	1,030	0%
8690	Other Local Revenue	11,027	3,090	11,027	11,027	-	7,937	-	100%
8714	COP Option 3 Grants	7,554	7,000	155,000	159,202	4,202	152,202	151,648	5%
8999	Uncategorized Revenue	-	-	-	-	-	-	-	
	SUBTOTAL - Local Revenues	18,582	11,120	167,057	171,259	4,202	160,139	152,678	11%
8800	Donations/Fundraising								
8803	Fundraising	339	500	500	500	-	-	161	68%
	SUBTOTAL - Fundraising and Grants	339	500	500	500	-	-	161	68%
TOTAL REVENUE		562,454	1,877,220	2,176,042	2,181,878	5,836	304,657	1,619,424	26%

MAGNOLIA PUBLIC SCHOOLS - MSA-5

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	237,669	545,921	660,552	660,552	-	(114,631)	422,883	36%
1300	Certificated Supervisor & Administrator Salaries	70,359	159,738	180,746	180,746	-	(21,008)	110,388	39%
SUBTOTAL - Certificated Employees		308,028	705,659	841,298	841,298	-	(135,639)	533,271	37%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	18,437	49,725	51,242	51,242	-	(1,516)	32,805	36%
2900	Classified Other Salaries	7,630	53,750	54,450	54,450	-	(700)	46,820	14%
SUBTOTAL - Classified Employees		26,067	103,475	105,692	105,692	-	(2,216)	79,624	25%
Employee Benefits Summary									
3100	STRS	32,063	88,017	102,879	102,879	-	(14,862)	70,816	31%
3200	PERS	3,170	8,226	8,534	8,534	-	(308)	5,364	37%
3300	OASDI-Medicare-Alternative	6,897	18,648	20,062	20,062	-	(1,414)	13,165	34%
3400	Health & Welfare Benefits	41,702	130,613	126,213	126,213	-	4,400	84,511	33%
3500	Unemployment Insurance	-	405	3,470	3,471	(1)	(3,067)	3,471	0%
3600	Workers Comp Insurance	2,284	9,305	10,663	10,663	-	(1,358)	8,380	21%
SUBTOTAL - Employee Benefits		86,117	255,214	271,822	271,823	(1)	(16,609)	185,706	32%

MAGNOLIA PUBLIC SCHOOLS - MSA-5

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	17,315	45,000	20,000	20,000	-	25,000	2,685	87%
4200	Books & Other Reference Materials	619	7,500	7,500	7,500	-	-	6,881	8%
4315	Custodial Supplies	-	1,000	1,000	1,000	-	-	1,000	0%
4320	Educational Software	10,000	10,000	15,000	15,000	-	(5,000)	5,000	67%
4325	Instructional Materials & Supplies	4,301	23,000	9,546	8,646	900	14,355	4,344	50%
4330	Office Supplies	2,872	9,700	9,700	8,800	900	900	5,928	33%
4345	Non Instructional Student Materials & Supplies	287	7,500	5,000	5,000	-	2,500	4,713	6%
4350	Uniforms	-	200	200	2,000	(1,800)	(1,800)	2,000	0%
4400	Noncapitalized Equipment	20,455	10,000	20,455	20,455	-	(10,455)	-	100%
4420	Computers (individual items less than \$5k)	47,161	51,000	60,000	60,000	-	(9,000)	12,839	79%
4430	Non Classroom Related Furniture, Equipment & St	142	-	3,000	7,000	(4,000)	(7,000)	6,858	2%
4700	Food	(17,014)	20,000	40,000	40,000	-	(20,000)	57,014	-43%
4720	Other Food	758	1,000	4,000	4,000	-	(3,000)	3,242	19%
	SUBTOTAL - Books and Supplies	86,896	185,900	195,400	199,400	(4,000)	(13,500)	112,504	44%
5000	Services & Other Operating Expenses								
5101	Shared Management Fee - CMO	30,381	72,914	134,048	134,048	-	(61,134)	103,667	23%
5102	Direct CMO Fee (Shared Staff)	-	11,683	14,116	14,116	-	(2,433)	14,116	0%
5200	Travel & Conferences	365	5,000	5,000	5,000	-	-	4,635	7%
5210	Conference Fees	-	5,000	5,000	5,000	-	-	5,000	0%
5300	Dues & Memberships	1,451	5,000	5,000	5,000	-	-	3,549	29%
5450	Insurance - Other	1,824	14,300	6,237	6,237	-	8,063	4,413	29%
5605	Equipment Leases	2,000	6,600	6,600	6,600	-	-	4,600	30%
5610	Rent	-	135,000	110,971	110,971	-	24,029	110,971	0%
5615	Repairs and Maintenance - Building	4,060	-	15,000	15,000	-	(15,000)	10,940	27%
5617	Repairs and Maintenance - Other Equipment	-	3,000	3,000	3,000	-	-	3,000	0%
5803	Accounting Fees	-	1,952	5,000	5,000	-	(3,048)	5,000	0%
5809	Banking Fees	64	412	412	412	-	-	348	15%
5813	School Programs - After School Program	10,435	26,088	26,088	26,088	-	-	15,653	40%
5820	Consultants - Non Instructional - Custom 1	1,488	25,000	25,000	25,000	-	-	23,512	6%
5822	Consultants - Non Instructional - Custom 3	6,020	53,275	30,000	10,000	20,000	43,275	3,980	60%
5824	District Oversight Fees	5,845	15,391	16,635	16,635	-	(1,243)	10,790	35%
5830	Field Trips Expenses	498	8,000	8,000	4,000	4,000	4,000	3,502	12%
5845	Legal Fees	-	5,000	15,000	15,000	-	(10,000)	15,000	0%
5851	Marketing and Student Recruiting	417	10,000	60,000	60,000	-	(50,000)	59,583	1%
5857	Payroll Fees	3,143	3,750	3,750	3,750	-	-	607	84%
5861	Prior Yr Exp (not accrued)	31,027	-	24,007	31,027	(7,020)	(31,027)	-	100%
5863	Professional Development	12,249	37,100	37,100	37,100	-	-	24,851	33%
5869	Special Education Contract Instructors	20,226	40,000	65,000	65,000	-	(25,000)	44,774	31%
5872	Special Education Encroachment	10,043	25,699	25,699	25,699	-	-	15,656	39%
5875	Staff Recruiting	-	1,901	1,901	1,901	-	-	1,901	0%
5884	Substitutes	1,110	15,000	20,000	20,000	-	(5,000)	18,890	6%
5887	Technology Services	5,244	35,000	35,000	35,000	-	-	29,756	15%

MAGNOLIA PUBLIC SCHOOLS - MSA-5

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5898	Bad Debt Expense	0	-	0	0	-	(0)	(0)	275%
5900	Communications	1,587	30,000	30,000	20,000	10,000	10,000	18,413	8%
5915	Postage and Delivery	8	2,000	2,000	2,000	-	-	1,992	0%
	SUBTOTAL - Services & Other Operating Exp.	149,485	594,065	735,563	708,583	26,980	(114,518)	559,098	21%
6000	Capital Outlay								
	SUBTOTAL - Capital Outlay	-	-	-	-	-	-	-	
	TOTAL EXPENSES	656,593	1,844,314	2,149,775	2,126,796	22,979	(282,482)	1,470,203	31%
6900	Total Depreciation (includes Prior Years)	7,165	17,201	17,201	4,774	(12,427)	12,427	(2,391)	150%
	TOTAL EXPENSES including Depreciation	663,758	1,861,515	2,166,976	2,131,570	10,552	(270,055)	1,467,812	31%

Magnolia Public Schools - MSA-6

Budget vs. Actuals

As of November 2016 Close

	Budget vs. Actual		Budget					
	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance	Variance	Forecast Remaining	% of Forecast Spent
					(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)		
SUMMARY								
Revenue								
LCFF Entitlement	462,761	1,575,467	1,525,104	1,525,104	-	(50,363)	1,062,343	30%
Federal Revenue	28,204	137,828	161,359	161,359	-	23,531	133,155	17%
Other State Revenues	39,691	214,078	250,773	253,252	2,479	39,175	213,561	16%
Local Revenues	-	14,120	14,120	10,512	(3,608)	(3,608)	10,512	0%
Fundraising and Grants	3,010	10,000	11,100	11,100	-	1,100	8,090	27%
Total Revenue	533,666	1,951,493	1,962,456	1,961,328	(1,128)	9,835	1,427,662	27%
Expenses								
Compensation and Benefits	403,289	965,253	1,082,926	1,082,926	-	(117,673)	679,637	37%
Books and Supplies	66,907	110,183	154,776	154,776	-	(44,593)	87,869	43%
Services and Other Operating Expenditures	194,260	575,774	612,465	613,291	(826)	(37,517)	419,032	32%
Depreciation	2,653	6,368	28,726	28,726	-	(22,358)	26,072	9%
Total Expenses	667,109	1,657,578	1,878,893	1,879,719	(826)	(222,141)	1,212,610	35%
Operating Income	(133,443)	293,915	83,563	81,608	(1,954)	(212,306)	215,051	-164%
Fund Balance								
Beginning Balance (Unaudited)	1,006,776	938,327	1,006,776	1,006,776				100%
Audit Adjustment	(49,511)	-	(49,511)	(49,511)				100%
Beginning Balance (Audited)	957,265	938,327	957,265	957,265				100%
Operating Income (including Depreciation)	(133,443)	293,915	83,563	81,608				-164%
Ending Fund Balance	823,822	1,232,242	1,040,828	1,038,873				79%
Capital Outlay	-	20,000	-	-				
Operating Income (Less July Payroll)				129,460				
Total ADA		173.7	167.9	167.9				0%

Magnolia Public Schools - MSA-6

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	272,020	994,308	978,640	978,640	-	(15,668)	706,620	28%
8012	Education Protection Account Entitlement	54,597	251,311	221,995	221,995	-	(29,316)	167,398	25%
8019	State Aid - Prior Years	134	-	134	134	-	134	-	100%
8096	Charter Schools in Lieu of Property Taxes	136,010	329,848	324,335	324,335	-	(5,513)	188,325	42%
SUBTOTAL - LCFF Entitlement		462,761	1,575,467	1,525,104	1,525,104	-	(50,363)	1,062,343	30%
8100 Federal Revenue									
8181	Special Education - Entitlement	13,579	35,542	32,331	32,331	-	(3,211)	18,752	42%
8220	Child Nutrition Programs	-	31,452	49,812	49,812	-	18,360	49,812	0%
8291	Title I	14,625	47,977	58,499	58,499	-	10,522	43,874	25%
8292	Title II	-	2,363	717	717	-	(1,646)	717	0%
8293	Title III	-	494	-	-	-	(494)	-	-
8296	Other Federal Revenue	-	20,000	20,000	20,000	-	-	20,000	0%
SUBTOTAL - Federal Income		28,204	137,828	161,359	161,359	-	23,531	133,155	17%

Magnolia Public Schools - MSA-6

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual							
		Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8300	Other State Revenues								
8381	Special Education - Entitlement (State)	39,651	100,140	94,407	94,407	-	(5,733)	54,756	42%
8520	Child Nutrition - State	-	3,379	3,593	3,593	-	214	3,593	0%
8545	School Facilities Apportionments	-	80,000	85,125	85,125	-	5,125	85,125	0%
8550	Mandated Cost Reimbursements	-	2,419	35,912	38,352	2,439	35,932	38,352	0%
8560	State Lottery Revenue	-	28,139	31,735	31,735	-	3,596	31,735	0%
8590	All Other State Revenue	40	-	-	40	40	40	-	100%
SUBTOTAL - Other State Income		39,691	214,078	250,773	253,252	2,479	39,175	213,561	16%
8600	Other Local Revenue								
8699	All Other Local Revenue	-	4,120	4,120	4,120	-	-	4,120	0%
8714	SpEd Option 3	-	10,000	10,000	6,392	(3,608)	(3,608)	6,392	0%
SUBTOTAL - Local Revenues		-	14,120	14,120	10,512	(3,608)	(3,608)	10,512	0%
8800	Donations/Fundraising								
8802	Donations - Private	3,010	-	3,010	3,010	-	3,010	-	100%
8803	Fundraising	-	10,000	8,090	8,090	-	(1,910)	8,090	0%
SUBTOTAL - Fundraising and Grants		3,010	10,000	11,100	11,100	-	1,100	8,090	27%
TOTAL REVENUE		533,666	1,951,493	1,962,456	1,961,328	(1,128)	9,835	1,427,662	27%

Magnolia Public Schools - MSA-6

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget				Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)		
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	189,010	500,008	473,509	473,509	-	26,499	284,499	40%
1300	Certificated Supervisor & Administrator Salaries	86,134	165,373	250,789	250,789	-	(85,416)	164,655	34%
SUBTOTAL - Certificated Employees		275,145	665,381	724,298	724,298	-	(58,917)	449,154	38%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	27,961	68,504	87,117	87,117	-	(18,613)	59,157	32%
2900	Classified Other Salaries	12,261	18,750	34,500	34,500	-	(15,750)	22,240	36%
SUBTOTAL - Classified Employees		40,221	87,254	121,617	121,617	-	(34,363)	81,396	33%
Employee Benefits Summary									
3100	STRS	29,001	82,447	92,228	92,228	-	(9,781)	63,226	31%
3200	PERS	3,574	5,869	9,490	9,490	-	(3,621)	5,916	38%
3300	OASDI-Medicare-Alternative	10,125	17,058	19,409	19,409	-	(2,351)	9,284	52%
3400	Health & Welfare Benefits	41,326	98,213	102,936	102,936	-	(4,723)	61,610	40%
3500	Unemployment Insurance	(0)	376	3,423	3,423	-	(3,047)	3,423	0%
3600	Workers Comp Insurance	3,896	8,655	9,525	9,525	-	(870)	5,629	41%
SUBTOTAL - Employee Benefits		87,923	212,618	237,011	237,011	-	(24,393)	149,088	37%

Magnolia Public Schools - MSA-6

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	43,195	5,000	45,000	45,000	-	(40,000)	1,805	96%
4200	Books & Other Reference Materials	-	3,000	1,000	1,000	-	2,000	1,000	0%
4320	Educational Software	11,870	20,000	14,000	14,000	-	6,000	2,130	85%
4325	Instructional Materials & Supplies	30	7,000	3,000	3,000	-	4,000	2,970	1%
4330	Office Supplies	3,489	4,200	4,200	4,200	-	-	711	83%
4335	PE Supplies	813	1,000	1,000	1,000	-	-	187	81%
4345	Non Instructional Student Materials & Supplies	1,224	3,000	3,000	2,500	500	500	1,276	49%
4346	Teacher Supplies	946	1,000	1,000	1,000	-	-	54	95%
4400	Noncapitalized Equipment	-	5,000	5,000	5,000	-	-	5,000	0%
4410	Classroom Furniture, Equipment & Supplies	133	2,000	2,000	2,000	-	-	1,867	7%
4420	Computers (individual items less than \$5k)	-	19,500	19,500	19,500	-	-	19,500	0%
4700	Food	5,188	39,483	56,076	56,076	-	(16,593)	50,888	9%
4720	Other Food	21	-	-	500	(500)	(500)	479	4%
	SUBTOTAL - Books and Supplies	66,907	110,183	154,776	154,776	-	(44,593)	87,869	43%
5000	Services & Other Operating Expenses								
5101	CMO Fees	30,381	72,914	134,048	134,048	-	(61,134)	103,667	23%
5102	Direct CMO Fee (Shared Staff)	-	12,485	13,341	13,341	-	(856)	13,341	0%
5200	Travel & Conferences	-	3,000	-	-	-	3,000	-	
5215	Travel - Mileage, Parking, Tolls	293	1,000	1,000	1,000	-	-	707	29%
5220	Travel and Lodging	-	-	3,000	3,000	-	(3,000)	3,000	0%
5300	Dues & Memberships	1,826	1,000	1,000	1,826	(826)	(826)	-	100%
5450	Insurance - Other	5,745	9,000	9,838	9,838	-	(838)	4,093	58%
5500	Operations & Housekeeping	376	4,000	4,000	4,000	-	-	3,624	9%
5510	Utilities - Gas and Electric	2,075	7,000	7,000	7,000	-	-	4,925	30%
5605	Equipment Leases	1,734	4,800	4,800	4,800	-	-	3,066	36%
5610	Rent	56,500	114,000	113,500	113,500	-	500	57,000	50%
5615	Repairs and Maintenance - Building	(79)	2,000	2,000	2,000	-	-	2,079	-4%
5803	Accounting Fees	-	4,500	4,500	4,500	-	-	4,500	0%
5809	Banking Fees	80	500	500	500	-	-	420	16%
5819	School Programs - Other	673	5,000	5,000	5,000	-	-	4,327	13%
5820	Consultants - Non Instructional - Custom 1	1,901	2,000	8,000	8,000	-	(6,000)	6,100	24%

Magnolia Public Schools - MSA-6

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5822	Consultants - Non Instructional - Custom 3	2,000	23,583	23,583	23,583	-	-	21,583	8%
5824	District Oversight Fees	5,902	15,755	15,251	15,251	-	504	9,349	39%
5830	Field Trips Expenses	3,146	10,000	10,000	10,000	-	-	6,854	31%
5845	Legal Fees	2,000	10,000	10,000	10,000	-	-	8,000	20%
5851	Marketing and Student Recruiting	9,823	10,000	18,000	18,000	-	(8,000)	8,178	55%
5857	Payroll Fees	2,792	7,000	7,000	7,000	-	-	4,208	40%
5861	Prior Yr Exp (not accrued)	3,031	-	3,756	3,756	-	(3,756)	725	81%
5863	Professional Development	8,689	32,100	36,000	36,000	-	(3,900)	27,311	24%
5869	Special Education Contract Instructors	11,549	32,000	32,000	32,000	-	-	20,451	36%
5872	Special Education Encroachment	11,037	27,137	25,348	25,348	-	1,789	14,310	44%
5884	Substitutes	2,522	25,000	20,000	20,000	-	5,000	17,478	13%
5887	Technology Services	21,266	72,000	72,000	72,000	-	-	50,734	30%
5898	Bad Debt Expense	0	-	0	0	-	(0)	-	100%
5899	Miscellaneous Operating Expenses	-	40,000	-	-	-	40,000	-	
5900	Communications	8,084	24,000	24,000	24,000	-	-	15,916	34%
5915	Postage and Delivery	915	4,000	4,000	4,000	-	-	3,085	23%
SUBTOTAL - Services & Other Operating Exp.		194,260	575,774	612,465	613,291	(826)	(37,517)	419,032	32%
6000	Capital Outlay								
6100	Sites & Improvement of Sites	-	20,000	-	-	-	20,000	-	
SUBTOTAL - Capital Outlay		-	20,000	-	-	-	20,000	-	
TOTAL EXPENSES		664,455	1,671,210	1,850,167	1,850,993	(826)	(179,783)	1,186,538	36%
6900	Total Depreciation (includes Prior Years)	2,653	6,368	28,726	28,726	-	(22,358)	26,072	9%
TOTAL EXPENSES including Depreciation		667,109	1,657,578	1,878,893	1,879,719	(826)	(222,141)	1,212,610	35%

Magnolia Public Schools - MSA-7

Budget vs. Actuals

As of November 2016 Close

	Budget vs. Actual		Budget					
	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance	Variance	Forecast Remaining	% of Forecast Spent
					(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)		
SUMMARY								
Revenue								
LCFF Entitlement	780,169	2,671,595	2,670,902	2,610,709	(60,193)	(60,886)	1,830,540	30%
Federal Revenue	47,263	346,072	423,748	421,493	(2,255)	75,421	374,230	11%
Other State Revenues	164,313	578,580	619,891	622,567	2,676	43,988	458,254	26%
Local Revenues	14,966	54,198	77,771	71,193	(6,578)	16,996	56,227	21%
Fundraising and Grants	4,359	50,000	25,000	25,000	-	(25,000)	20,641	17%
Total Revenue	1,011,071	3,700,444	3,817,312	3,750,962	(66,350)	50,518	2,739,892	27%
Expenses								
Compensation and Benefits	657,395	1,710,715	1,763,818	1,742,388	21,430	(31,673)	1,084,993	38%
Books and Supplies	140,280	333,447	307,908	306,250	1,657	27,197	165,970	46%
Services and Other Operating Expenditures	572,142	1,557,568	1,648,794	1,645,244	3,549	(87,676)	1,073,102	35%
Depreciation	18,761	45,027	36,918	36,918	-	8,109	18,157	51%
Total Expenses	1,388,578	3,646,756	3,757,437	3,730,800	26,637	(84,044)	2,342,222	37%
Operating Income	(377,508)	53,688	59,876	20,162	(39,713)	(33,526)	397,670	-1872%
Fund Balance								
Beginning Balance (Unaudited)	939,109	922,760	939,109	939,109				100%
Audit Adjustment	8,244	-	8,243	8,244				100%
Beginning Balance (Audited)	947,353	922,760	947,352	947,353				100%
Operating Income (including Depreciation)	(377,508)	53,688	59,876	20,162				-1872%
Ending Fund Balance	569,846	976,448	1,007,228	967,515				59%
Capital Outlay	-	60,000	198,325	198,325				-
Operating Income (Less July Payroll)								
Total ADA		291.4	291.4	284.7				0%

Magnolia Public Schools - MSA-7

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	466,180	1,804,821	1,734,401	1,695,909	(38,493)	(108,913)	1,229,729	27%
8012	Education Protection Account Entitlement	87,841	387,438	373,293	364,640	(8,652)	(22,798)	276,799	24%
8019	State Aid - Prior Years	282	-	282	282	-	282	-	100%
8096	Charter Schools in Lieu of Property Taxes	225,866	479,335	562,926	549,878	(13,048)	70,543	324,012	41%
SUBTOTAL - LCFF Entitlement		780,169	2,671,595	2,670,902	2,610,709	(60,193)	(60,886)	1,830,540	30%
8100 Federal Revenue									
8181	Special Education - Entitlement	22,550	56,829	53,691	53,691	-	(3,137)	31,141	42%
8220	Child Nutrition Programs	-	169,792	108,250	105,994	(2,255)	(63,798)	105,994	0%
8291	Title I	21,177	80,679	84,709	84,709	-	4,030	63,532	25%
8292	Title II	-	1,258	1,127	1,127	-	(131)	1,127	0%
8293	Title III	-	313	-	-	-	(313)	-	-
8296	Other Federal Revenue	3,090	37,200	175,525	175,525	-	138,325	172,435	2%
8297	PY Federal - Not Accrued	446	-	446	446	-	446	-	100%
SUBTOTAL - Federal Income		47,263	346,072	423,748	421,493	(2,255)	75,421	374,230	11%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	896	-	896	896	-	896	-	100%
8381	Special Education - Entitlement (State)	65,847	167,864	156,778	156,778	-	(11,085)	90,931	42%
8520	Child Nutrition - State	-	13,246	8,109	7,940	(169)	(5,306)	7,940	0%
8545	School Facilities Apportionments	-	196,321	189,390	189,390	-	(6,931)	189,390	0%
8550	Mandated Cost Reimbursements	-	3,937	59,638	63,689	4,051	59,752	63,689	0%
8560	State Lottery Revenue	-	47,212	55,080	53,804	(1,277)	6,592	53,804	0%
8590	All Other State Revenue	71	-	-	71	71	71	-	100%
8596	ASES	97,500	150,000	150,000	150,000	-	-	52,500	65%
SUBTOTAL - Other State Income		164,313	578,580	619,891	622,567	2,676	43,988	458,254	26%

Magnolia Public Schools - MSA-7

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8600	Other Local Revenue								
8634	Food Service Sales	5,725	12,449	12,449	12,449	-	-	6,724	46%
8636	Uniforms	374	8,468	8,468	8,468	-	-	8,094	4%
8682	Summer Program	-	13,600	28,554	28,554	-	14,954	28,554	0%
8690	Other Local Revenue	8,777	7,140	15,759	15,759	-	8,619	6,982	56%
8699	All Other Local Revenue	90	-	-	90	90	90	-	100%
8714	SpEd Option 3	-	12,541	12,541	5,873	(6,668)	(6,668)	5,873	0%
	SUBTOTAL - Local Revenues	14,966	54,198	77,771	71,193	(6,578)	16,996	56,227	21%
8800	Donations/Fundraising								
8802	Donations - Private	500	-	500	500	-	500	-	100%
8803	Fundraising	3,859	50,000	24,500	24,500	-	(25,500)	20,641	16%
	SUBTOTAL - Fundraising and Grants	4,359	50,000	25,000	25,000	-	(25,000)	20,641	17%
TOTAL REVENUE		1,011,071	3,700,444	3,817,312	3,750,962	(66,350)	50,518	2,739,892	27%

Magnolia Public Schools - MSA-7

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget				Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)		
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	355,739	863,926	935,257	935,257	-	(71,331)	579,518	38%
1300	Certificated Supervisor & Administrator Salaries	73,349	159,199	181,516	181,516	-	(22,316)	108,167	40%
SUBTOTAL - Certificated Employees		429,088	1,023,125	1,116,773	1,116,773	-	(93,647)	687,685	38%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	34,249	58,170	90,628	90,628	-	(32,458)	56,379	38%
2900	Classified Other Salaries	58,825	251,809	179,537	160,692	18,845	91,117	101,866	37%
SUBTOTAL - Classified Employees		93,074	309,979	270,165	251,320	18,845	58,659	158,246	37%
Employee Benefits Summary									
3100	STRS	45,039	119,347	133,321	133,321	-	(13,974)	88,282	34%
3200	PERS	9,637	22,847	27,903	27,262	642	(4,414)	17,625	35%
3300	OASDI-Medicare-Alternative	14,779	43,218	40,642	39,201	1,442	4,017	24,422	38%
3400	Health & Welfare Benefits	58,860	178,200	155,703	155,423	280	22,777	96,563	38%
3500	Unemployment Insurance	(0)	667	3,693	3,684	9	(3,017)	3,684	0%
3600	Workers Comp Insurance	6,918	13,331	15,617	15,405	212	(2,074)	8,487	45%
SUBTOTAL - Employee Benefits		135,233	377,610	376,881	374,296	2,585	3,315	239,063	36%

Magnolia Public Schools - MSA-7

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	83,652	45,000	90,000	90,000	-	(45,000)	6,348	93%
4200	Books & Other Reference Materials	498	21,500	5,000	5,000	-	16,500	4,502	10%
4315	Custodial Supplies	1,341	8,000	8,000	8,000	-	-	6,659	17%
4320	Educational Software	10,888	10,000	10,000	10,888	(888)	(888)	-	100%
4325	Instructional Materials & Supplies	2,037	15,000	14,500	14,500	-	500	12,463	14%
4326	Art & Music Supplies	1,156	500	1,500	1,500	-	(1,000)	344	77%
4330	Office Supplies	6,374	13,200	13,200	13,200	-	-	6,826	48%
4335	PE Supplies	-	2,000	2,000	2,000	-	-	2,000	0%
4345	Non Instructional Student Materials & Supplies	1,181	1,000	1,500	1,500	-	(500)	319	79%
4346	Teacher Supplies	213	2,400	2,400	2,400	-	-	2,187	9%
4351	Yearbook	685	760	760	760	-	-	75	90%
4410	Classroom Furniture, Equipment & Supplies	1,548	4,700	4,400	4,400	-	300	2,852	35%
4420	Computers (individual items less than \$5k)	-	11,500	11,500	11,500	-	-	11,500	0%
4430	Non Classroom Related Furniture, Equipment & Sup	2,552	2,300	2,600	2,600	-	(300)	48	98%
4700	Food	26,820	195,487	135,248	132,702	2,545	62,785	105,882	20%
4720	Other Food	1,334	100	5,300	5,300	-	(5,200)	3,966	25%
	SUBTOTAL - Books and Supplies	140,280	333,447	307,908	306,250	1,657	27,197	165,970	46%

Magnolia Public Schools - MSA-7

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Approved Budget	1st Interim	Proposed Revised	Variance	Variance	Forecast	% of Forecast	
		June 6th	October Forecast	Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent	
		Actual YTD							
5000	Services & Other Operating Expenses								
5101	CMO Fees	253,175	607,620	670,240	670,240	-	(62,620)	417,065	38%
5102	Direct CMO Fee (Shared Staff)	-	21,260	23,157	23,157	-	(1,897)	23,157	0%
5200	Travel & Conferences	-	407	-	-	-	407	-	
5210	Conference Fees	120	4,000	4,000	4,000	-	-	3,880	3%
5215	Travel - Mileage, Parking, Tolls	953	1,500	1,500	1,500	-	-	547	64%
5220	Travel and Lodging	-	2,772	2,772	2,772	-	-	2,772	0%
5300	Dues & Memberships	2,156	9,000	9,000	9,000	-	-	6,844	24%
5450	Insurance - Other	9,853	14,905	16,642	16,642	-	(1,737)	6,789	59%
5500	Operations & Housekeeping	1,186	10,000	10,000	10,000	-	-	8,814	12%
5510	Utilities - Gas and Electric	21,260	55,680	55,680	55,680	-	-	34,420	38%
5605	Equipment Leases	2,925	8,400	8,400	8,400	-	-	5,475	35%
5610	Rent	130,019	261,761	260,628	260,628	-	1,133	130,609	50%
5615	Repairs and Maintenance - Building	5,970	23,000	23,000	23,000	-	-	17,030	26%
5617	Repairs and Maintenance - Other Equipment	975	2,000	2,000	2,000	-	-	1,025	49%
5803	Accounting Fees	-	5,500	10,000	10,000	-	(4,500)	10,000	0%
5809	Banking Fees	93	3,000	3,000	3,000	-	-	2,907	3%
5813	School Programs - After School Program	60,000	150,000	150,000	150,000	-	-	90,000	40%
5814	School Programs - Academic Competitions	145	108	200	200	-	(92)	55	73%
5819	School Programs - Other	-	8,000	8,000	8,000	-	-	8,000	0%
5820	Consultants - Non Instructional - Custom 1	3,362	8,584	8,584	8,584	-	-	5,222	39%
5822	Consultants - Non Instructional - Custom 3	1,120	6,000	10,000	10,000	-	(4,000)	8,880	11%

Magnolia Public Schools - MSA-7

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5824	District Oversight Fees	9,951	27,250	26,709	26,107	602	1,143	16,156	38%
5830	Field Trips Expenses	2,435	10,000	10,000	10,000	-	-	7,566	24%
5845	Legal Fees	-	10,000	10,000	10,000	-	-	10,000	0%
5851	Marketing and Student Recruiting	(1,240)	3,000	3,000	3,000	-	-	4,240	-41%
5857	Payroll Fees	5,356	21,600	21,600	21,600	-	-	16,244	25%
5861	Prior Yr Exp (not accrued)	(9,642)	-	(6,695)	(9,642)	2,947	9,642	-	100%
5863	Professional Development	5,981	43,100	43,100	43,100	-	-	37,119	14%
5869	Special Education Contract Instructors	19,963	86,324	114,324	114,324	-	(28,000)	94,361	17%
5872	Special Education Encroachment	17,679	44,939	42,094	42,094	-	2,845	24,414	42%
5884	Substitutes	1,451	21,658	21,658	21,658	-	-	20,207	7%
5887	Technology Services	24,230	50,600	50,600	50,600	-	-	26,370	48%
5898	Bad Debt Expense	(1)	-	-	-	-	-	1	
5900	Communications	1,567	32,000	32,000	32,000	-	-	30,433	5%
5915	Postage and Delivery	1,101	3,600	3,600	3,600	-	-	2,499	31%
SUBTOTAL - Services & Other Operating Exp.		572,142	1,557,568	1,648,794	1,645,244	3,549	(87,676)	1,073,102	35%
6000	Capital Outlay								
6200	Buildings & Improvement of Buildings	-	-	138,325	138,325	-	(138,325)	138,325	0%
6400	Equipment	-	60,000	-	-	-	60,000	-	
6410	Computers (capitalizable items)	-	-	60,000	60,000	-	(60,000)	60,000	0%
SUBTOTAL - Capital Outlay		-	60,000	198,325	198,325	-	(138,325)	198,325	0%
TOTAL EXPENSES		1,369,817	3,661,730	3,918,844	3,892,207	26,637	(230,478)	2,522,390	35%
6900	Total Depreciation (includes Prior Years)	18,761	45,027	36,918	36,918	-	8,109	18,157	51%
TOTAL EXPENSES including Depreciation		1,388,578	3,646,756	3,757,437	3,730,800	26,637	(84,044)	2,342,222	37%

Magnolia Public Schools - MSA-8

Budget vs. Actuals

As of November 2016 Close

	Budget vs. Actual			Budget				Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Budget	Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)		
SUMMARY									
Revenue									
LCFF Entitlement	1,356,468	4,438,632	4,442,047	4,442,047		-	3,415	3,085,579	31%
Federal Revenue	89,511	296,081	297,469	297,469		-	1,388	207,958	30%
Other State Revenues	211,366	508,978	613,166	620,258		7,092	111,280	408,891	34%
Local Revenues	1,452	90,229	76,430	70,186		(6,244)	(20,043)	68,734	2%
Fundraising and Grants	3,614	20,000	20,000	20,000		-	-	16,387	18%
Total Revenue	1,662,410	5,353,920	5,449,113	5,449,960		847	96,040	3,787,550	31%
Expenses									
Compensation and Benefits	1,103,497	2,842,777	2,816,434	2,819,272		(2,839)	23,504	1,715,775	39%
Books and Supplies	94,688	297,700	420,157	420,157		-	(122,457)	325,469	23%
Services and Other Operating Expenditures	620,841	2,081,816	2,153,949	2,155,991		(2,042)	(74,175)	1,535,151	29%
Depreciation	28,398	68,156	84,873	84,873		-	(16,717)	56,475	33%
Total Expenses	1,847,424	5,290,449	5,475,413	5,480,294		(4,881)	(189,845)	3,632,870	34%
Operating Income	(185,014)	63,471	(26,301)	(30,334)		(4,033)	(93,805)	154,680	610%
Fund Balance									
Beginning Balance (Unaudited)	3,061,348	3,019,921	3,061,348	3,061,348					100%
Audit Adjustment	(90,501)	-	(57,173)	(90,501)					100%
Beginning Balance (Audited)	2,970,847	3,019,921	3,004,175	2,970,847					100%
Operating Income (including Depreciation)	(185,014)	63,471	(26,301)	(30,334)					610%
Ending Fund Balance	2,785,833	3,083,391	2,977,874	2,940,513					95%
Capital Outlay	77,808	84,000	84,000	84,000					1
Operating Income (Less July Payroll)				90,631					
Total ADA		477.7	477.7	477.7					0%

Magnolia Public Schools - MSA-8

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	810,790	2,995,658	2,885,592	2,885,592	-	-	-	
8012	Education Protection Account Entitlement	156,481	657,309	633,310	633,310	-	(110,066)	2,074,802	
8019	State Aid - Prior Years	468	-	468	468	-	468	-	
8096	Charter Schools in Lieu of Property Taxes	388,729	785,666	922,677	922,677	-	137,012	533,948	
SUBTOTAL - LCFF Entitlement		1,356,468	4,438,632	4,442,047	4,442,047	-	3,415	3,085,579	31%
8100 Federal Revenue									
8181	Special Education - Entitlement	38,811	93,147	92,406	92,406	-	(741)	53,595	
8291	Title I	50,673	200,332	202,691	202,691	-	2,359	152,018	
8292	Title II	-	2,451	2,345	2,345	-	(106)	2,345	
8293	Title III	-	151	-	-	-	(151)	-	
8297	PY Federal - Not Accrued	27	-	27	27	-	27	-	
SUBTOTAL - Federal Income		89,511	296,081	297,469	297,469	-	1,388	207,958	30%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	420	-	420	420	-	420	-	
8381	Special Education - Entitlement (State)	113,326	275,141	269,825	269,825	-	(5,316)	156,498	
8550	Mandated Cost Reimbursements	-	6,453	102,641	109,613	6,972	103,159	109,613	
8560	State Lottery Revenue	-	77,383	90,281	90,281	-	12,897	90,281	
8590	All Other State Revenue	120	-	-	120	120	120	-	
8596	ASES	97,500	150,000	150,000	150,000	-	-	52,500	
SUBTOTAL - Other State Income		211,366	508,978	613,166	620,258	7,092	111,280	408,891	34%

Magnolia Public Schools - MSA-8

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining
8600	Other Local Revenue							
8636	Uniforms	-	30,662	-	-	-	(30,662)	-
8682	Summer Program	-	13,600	30,463	30,463	-	16,863	30,463 0%
8693	Field Trips	-	10,200	10,200	10,200	-	-	10,200 0%
8699	All Other Local Revenue	1,452	18,692	18,692	18,692	-	-	17,240 8%
8714	SpEd Option 3	-	17,075	17,075	10,831	(6,244)	(6,244)	10,831 0%
	SUBTOTAL - Local Revenues	1,452	90,229	76,430	70,186	(6,244)	(20,043)	68,734 2%
8800	Donations/Fundraising							
8803	Fundraising	3,614	20,000	20,000	20,000	-	-	16,387 18%
	SUBTOTAL - Fundraising and Grants	3,614	20,000	20,000	20,000	-	-	16,387 18%
TOTAL REVENUE		1,662,410	5,353,920	5,449,113	5,449,960	847	96,040	3,787,550 31%

Magnolia Public Schools - MSA-8

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget				Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)		
EXPENSES								-	
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	561,312	1,455,168	1,453,628	1,452,353	1,275	2,814	891,041	39%
1300	Certificated Supervisor & Administrator Salaries	141,314	425,165	347,203	347,203	-	77,962	205,889	41%
SUBTOTAL - Certificated Employees		702,626	1,880,332	1,800,831	1,799,556	1,275	80,776	1,096,930	39%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	53,359	185,996	179,102	129,851	49,250	56,144	76,492	41%
2900	Classified Other Salaries	109,076	137,069	226,143	275,393	(49,250)	(138,324)	166,318	40%
SUBTOTAL - Classified Employees		162,435	323,065	405,245	405,245	-	(82,179)	242,810	40%
Employee Benefits Summary									
3100	STRS	77,596	234,030	224,029	223,868	160	10,162	146,272	35%
3200	PERS	18,515	37,396	46,193	46,193	-	(8,796)	27,678	40%
3300	OASDI-Medicare-Alternative	22,932	53,218	58,661	58,643	18	(5,425)	35,711	39%
3400	Health & Welfare Benefits	106,199	291,600	252,532	256,840	(4,308)	34,760	150,641	41%
3500	Unemployment Insurance	43	1,102	4,103	4,102	1	(3,001)	4,059	1%
3600	Workers Comp Insurance	13,152	22,034	24,840	24,826	14	(2,792)	11,674	53%
SUBTOTAL - Employee Benefits		238,436	639,379	610,358	614,472	(4,114)	24,908	376,035	39%

Magnolia Public Schools - MSA-8

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	13,844	22,000	22,000	22,000	-	-	8,156	63%
4200	Books & Other Reference Materials	301	-	1,000	1,000	-	(1,000)	699	30%
4320	Educational Software	16,627	15,000	20,000	20,000	-	(5,000)	3,374	83%
4325	Instructional Materials & Supplies	6,887	35,000	33,669	33,669	-	1,331	26,782	20%
4326	Art & Music Supplies	57	15,000	15,000	15,000	-	-	14,943	0%
4330	Office Supplies	5,399	14,200	25,000	25,000	-	(10,800)	19,601	22%
4335	PE Supplies	331	-	331	331	-	(331)	-	100%
4345	Non Instructional Student Materials & Supplies	2,598	9,000	9,000	9,000	-	-	6,402	29%
4346	Teacher Supplies	1,681	5,000	5,000	5,000	-	-	3,319	34%
4350	Uniforms	-	8,000	-	-	-	8,000	-	
4351	Yearbook	-	5,000	5,000	5,000	-	-	5,000	0%
4400	Noncapitalized Equipment	2,829	-	14,864	14,781	83	(14,781)	11,952	19%
4410	Classroom Furniture, Equipment & Supplies	377	-	294	377	(83)	(377)	-	100%
4420	Computers (individual items less than \$5k)	5,355	11,500	11,500	11,500	-	-	6,145	47%
4430	Non Classroom Related Furniture, Equipment & S	2,810	8,000	7,500	7,500	-	500	4,690	37%
4700	Food	35,410	140,000	240,000	240,000	-	(100,000)	204,590	15%
4720	Other Food	184	10,000	10,000	10,000	-	-	9,816	2%
	SUBTOTAL - Books and Supplies	94,688	297,700	420,157	420,157	-	(122,457)	325,469	23%
5000	Services & Other Operating Expenses								
5101	CMO Fees	405,080	972,192	1,027,701	1,027,701	-	(55,509)	622,621	39%
5102	Direct CMO Fee (Shared Staff)	-	35,258	37,956	37,956	-	(2,698)	37,956	0%
5210	Conference Fees	4,713	10,000	10,000	10,000	-	-	5,288	47%
5215	Travel - Mileage, Parking, Tolls	1,122	5,000	5,000	5,000	-	-	3,878	22%
5220	Travel and Lodging	4,266	10,000	10,000	10,000	-	-	5,734	43%
5300	Dues & Memberships	951	7,500	7,500	7,500	-	-	6,549	13%
5450	Insurance - Other	15,073	25,000	25,854	25,854	-	(854)	10,781	58%
5500	Operations & Housekeeping	155	35,000	35,000	35,000	-	-	34,845	0%
5605	Equipment Leases	596	50,000	50,000	50,000	-	-	49,404	1%
5610	Rent	-	228,961	228,961	228,961	-	-	228,961	0%
5617	Repairs and Maintenance - Other Equipment	1,104	3,000	3,000	3,000	-	-	1,896	37%
5803	Accounting Fees	-	9,021	15,000	15,000	-	(5,979)	15,000	0%

Magnolia Public Schools - MSA-8

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget		Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget				
5809	Banking Fees	80	500	500	500	-	-	420	16%
5813	School Programs - After School Program	60,000	150,000	150,000	150,000	-	-	90,000	40%
5820	Consultants - Non Instructional - Custom 1	7,053	9,000	9,000	9,000	-	-	1,947	78%
5822	Consultants - Non Instructional - Custom 3	7,443	59,000	59,000	59,000	-	-	51,557	13%
5824	District Oversight Fees	17,467	45,554	44,420	44,420	-	1,134	26,954	39%
5830	Field Trips Expenses	-	30,000	30,000	30,000	-	-	30,000	0%
5845	Legal Fees	6,875	10,000	10,000	10,000	-	-	3,125	69%
5851	Marketing and Student Recruiting	1,804	8,000	8,000	8,000	-	-	6,196	23%
5857	Payroll Fees	5,759	20,784	20,784	20,784	-	-	15,025	28%
5861	Prior Yr Exp (not accrued)	5,606	-	3,564	5,606	(2,042)	(5,606)	-	100%
5863	Professional Development	2,742	105,000	111,000	111,000	-	(6,000)	108,258	2%
5869	Special Education Contract Instructors	8,924	64,512	64,512	64,512	-	-	55,588	14%
5872	Special Education Encroachment	30,427	73,785	72,446	72,446	-	1,338	42,019	42%
5884	Substitutes	14,820	64,750	64,750	64,750	-	-	49,930	23%
5887	Technology Services	15,300	38,000	38,000	38,000	-	-	22,700	40%
5898	Bad Debt Expense	(0)	-	-	-	-	-	0	
5915	Postage and Delivery	3,481	12,000	12,000	12,000	-	-	8,519	29%
SUBTOTAL - Services & Other Operating Exp.		620,841	2,081,816	2,153,949	2,155,991	(2,042)	(74,175)	1,535,151	29%
6000	Capital Outlay								
6410	Computers (capitalizable items)	77,808	84,000	84,000	84,000	-	-	6,192	93%
SUBTOTAL - Capital Outlay		77,808	84,000	84,000	84,000	-	-	6,192	93%
TOTAL EXPENSES		1,896,834	5,306,293	5,474,540	5,479,421	(4,881)	(173,128)	3,582,587	35%
6900	Total Depreciation (includes Prior Years)	28,398	68,156	84,873	84,873	-	(16,717)	56,475	33%
TOTAL EXPENSES including Depreciation		1,847,424	5,290,449	5,475,413	5,480,294	(4,881)	(189,845)	3,632,870	34%

Magnolia Public Schools - MSA-SA

Budget vs. Actuals

As of November 2016 Close

	Budget vs. Actual			Budget				Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)			
SUMMARY									
Revenue									
LCFF Entitlement	610,218	4,595,312	5,477,274	5,477,274	-	881,962	4,867,056	11%	
Federal Revenue	11,907	394,527	698,055	783,158	85,103	388,631	771,251	2%	
Other State Revenues	72,122	345,918	553,582	555,702	2,120	209,784	483,580	13%	
Local Revenues	4,230	16,505	17,235	17,164	(71)	660	12,935	25%	
Fundraising and Grants	22,574	22,000	22,000	22,575	575	575	0	100%	
Total Revenue	721,051	5,374,262	6,768,146	6,855,873	87,727	1,481,611	6,134,822	11%	
Expenses									
Compensation and Benefits	1,265,704	3,059,757	3,790,797	3,775,567	15,229	(715,811)	2,509,864	34%	
Books and Supplies	447,336	691,730	866,125	866,125	-	(174,395)	418,789	52%	
Services and Other Operating Expenditures	611,558	1,775,769	2,090,804	2,065,550	25,254	(289,782)	1,453,992	30%	
Depreciation	165,514	397,234	363,466	363,466	-	33,767	197,952	46%	
Total Expenses	2,490,112	5,924,489	7,111,192	7,070,710	40,483	(1,146,220)	4,580,598	35%	
Operating Income	(1,769,061)	(550,228)	(343,047)	(214,837)	128,210	335,391	1,554,225	823%	
Fund Balance									
Beginning Balance (Unaudited)	8,291,101	8,212,887	8,291,101	8,291,101				100%	
Audit Adjustment	7,820	-	7,820	7,820				100%	
Beginning Balance (Audited)	8,298,921	8,212,887	8,298,921	8,298,921				100%	
Operating Income (including Depreciation)	(1,769,061)	(550,228)	(343,047)	(214,837)				823%	
Ending Fund Balance	6,529,860	7,662,659	7,955,874	8,084,084				81%	
Capital Outlay	-	13,389,061	77,875	77,875				-	
Operating Income (Less July Payroll)				(169,708)					
Total ADA		511.5	606.0	606.0				0%	

Magnolia Public Schools - MSA-SA

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Approved Budget	1st Interim	Proposed Revised	Variance	Variance	Forecast	% of Forecast	
		June 6th	October Forecast	Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent	
		Actual YTD							
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	515,187	3,517,160	4,208,989	4,208,989	-	691,829	3,693,803	12%
8012	Education Protection Account Entitlement	7,167	102,290	121,204	121,204	-	18,914	114,037	6%
8096	Charter Schools in Lieu of Property Taxes	87,864	975,862	1,147,081	1,147,081	-	171,219	1,059,217	8%
SUBTOTAL - LCFF Entitlement		610,218	4,595,312	5,477,274	5,477,274	-	881,962	4,867,056	11%
8100 Federal Revenue									
8181	Special Education - Entitlement	-	17,061	18,000	18,000	-	939	18,000	0%
8220	Child Nutrition Programs	-	183,550	227,287	227,287	-	43,737	227,287	0%
8291	Title I	8,155	134,489	134,489	219,592	85,103	85,103	211,437	4%
8292	Title II	-	2,362	2,362	2,362	-	-	2,362	0%
8293	Title III	-	2,665	-	-	-	(2,665)	-	-
8296	Other Federal Revenue	3,590	54,400	54,400	54,400	-	-	50,810	7%
8297	PY Federal - Not Accrued	162	-	162	162	-	162	-	100%
8298	Implementation Grant	-	-	261,355	261,355	-	261,355	261,355	0%
SUBTOTAL - Federal Income		11,907	394,527	698,055	783,158	85,103	388,631	771,251	2%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	4,913	-	4,878	4,913	35	4,913	-	100%
8381	Special Education - Entitlement (State)	26,040	245,368	304,828	304,828	-	59,460	278,788	9%
8520	Child Nutrition - State	-	7,396	14,137	14,137	-	6,742	14,137	0%
8550	Mandated Cost Reimbursements	3,669	10,299	40,201	42,286	2,085	31,987	38,617	9%
8560	State Lottery Revenue	-	82,855	114,538	114,538	-	31,683	114,538	0%
8590	All Other State Revenue	37,500	-	75,000	75,000	-	75,000	37,500	50%
SUBTOTAL - Other State Income		72,122	345,918	553,582	555,702	2,120	209,784	483,580	13%

Magnolia Public Schools - MSA-SA

Budget vs. Actuals

As of November 2016 Close

		Budget vs.		Budget					
		Actual				Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget				
8600	Other Local Revenue								
8634	Food Service Sales	3,112	15,900	15,900	15,900	-	-	12,788	20%
8636	Uniforms	397	-	397	397	-	397	-	100%
8660	Interest	387	533	533	533	-	-	147	73%
8690	Other Local Revenue	334	-	334	334	-	334	-	100%
8699	All Other Local Revenue	-	71	71	-	(71)	(71)	-	
	SUBTOTAL - Local Revenues	4,230	16,505	17,235	17,164	(71)	660	12,935	25%
8800	Donations/Fundraising								
8802	Donations - Private	22,564	-	17,356	22,565	5,209	22,565	0	100%
8803	Fundraising	10	22,000	4,644	10	(4,634)	(21,990)	-	100%
	SUBTOTAL - Fundraising and Grants	22,574	22,000	22,000	22,575	575	575	0	100%
TOTAL REVENUE		721,051	5,374,262	6,768,146	6,855,873	87,727	1,481,611	6,134,822	11%

Magnolia Public Schools - MSA-SA

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget				Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)		
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	722,521	1,787,100	2,045,657	2,046,663	(1,006)	(259,563)	1,324,142	35%
1300	Certificated Supervisor & Administrator Salaries	176,419	360,450	495,669	495,669	-	(135,219)	319,250	36%
SUBTOTAL - Certificated Employees		898,939	2,147,550	2,541,326	2,542,332	(1,006)	(394,782)	1,643,393	35%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	60,344	70,000	160,266	160,266	-	(90,266)	99,922	38%
2900	Classified Other Salaries	80,459	165,580	313,065	299,187	13,878	(133,607)	218,729	27%
SUBTOTAL - Classified Employees		140,802	235,580	473,331	459,453	13,878	(223,873)	318,651	31%
Employee Benefits Summary									
3100	STRS	102,029	249,908	301,220	301,347	(127)	(51,439)	199,318	34%
3200	PERS	7,186	8,428	11,251	8,841	2,410	(413)	1,655	81%
3300	OASDI-Medicare-Alternative	28,140	59,026	82,719	81,679	1,040	(22,653)	53,539	34%
3400	Health & Welfare Benefits	83,939	332,100	342,497	343,614	(1,117)	(11,514)	259,675	24%
3500	Unemployment Insurance	(329)	1,192	4,507	4,501	6	(3,309)	4,830	-7%
3600	Workers Comp Insurance	4,997	23,831	33,945	33,800	145	(9,969)	28,803	15%
3900	Other Employee Benefits	-	2,142	-	-	-	2,142	-	
SUBTOTAL - Employee Benefits		225,962	676,627	776,140	773,782	2,358	(97,155)	547,820	29%

Magnolia Public Schools - MSA-SA

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	219,165	235,150	240,000	240,000	-	(4,850)	20,835	91%
4200	Books & Other Reference Materials	1,669	35,000	20,000	20,000	-	15,000	18,331	8%
4315	Custodial Supplies	11,632	10,000	30,000	30,000	-	(20,000)	18,368	39%
4320	Educational Software	5,036	10,000	10,000	10,000	-	-	4,964	50%
4325	Instructional Materials & Supplies	15,546	65,500	47,007	47,007	-	18,493	31,461	33%
4326	Art & Music Supplies	3,487	-	10,000	10,000	-	(10,000)	6,513	35%
4330	Office Supplies	10,253	2,200	15,000	15,000	-	(12,800)	4,747	68%
4335	PE Supplies	4,996	5,000	5,000	5,000	-	-	4	100%
4345	Non Instructional Student Materials & Supplies	5,260	11,185	10,185	10,185	-	1,000	4,925	52%
4346	Teacher Supplies	5,715	-	9,000	9,000	-	(9,000)	3,285	64%
4400	Noncapitalized Equipment	46,013	25	45,000	46,013	(1,013)	(45,988)	-	100%
4410	Classroom Furniture, Equipment & Supplies	18,849	3,000	25,135	24,121	1,013	(21,121)	5,272	78%
4420	Computers (individual items less than \$5k)	44,319	105,825	122,115	122,115	-	(16,290)	77,796	36%
4430	Non Classroom Related Furniture, Equipment & S	2,493	-	2,493	2,493	-	(2,493)	-	100%
4700	Food	50,691	206,845	270,191	270,191	-	(63,345)	219,500	19%
4720	Other Food	2,211	2,000	5,000	5,000	-	(3,000)	2,789	44%
	SUBTOTAL - Books and Supplies	447,336	691,730	866,125	866,125	0	(174,395)	418,789	52%

Magnolia Public Schools - MSA-SA

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Approved Budget	1st Interim	Proposed Revised	Variance	Variance	Forecast	% of Forecast	
		June 6th	October Forecast	Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent	
		Actual YTD							
5000	Services & Other Operating Expenses								
5101	CMO Fees	405,080	972,192	1,027,701	1,027,701	-	(55,509)	622,621	39%
5102	Direct CMO Fee (Shared Staff)	-	33,233	61,090	61,090	-	(27,857)	61,090	0%
5210	Conference Fees	495	8,809	8,809	8,809	-	-	8,314	6%
5215	Travel - Mileage, Parking, Tolls	1,751	20,000	10,000	10,000	-	10,000	8,249	18%
5300	Dues & Memberships	5,106	6,000	6,000	6,000	-	-	894	85%
5450	Insurance - Other	9,121	32,415	21,456	21,456	-	10,959	12,335	43%
5500	Operations & Housekeeping	19,230	8,500	25,000	25,000	-	(16,500)	5,770	77%
5510	Utilities - Gas and Electric	29,330	55,000	144,772	144,772	-	(89,772)	115,443	20%
5605	Equipment Leases	10,856	47,344	47,344	47,344	-	-	36,488	23%
5610	Rent	36,495	-	36,495	36,495	-	(36,495)	-	100%
5615	Repairs and Maintenance - Building	188	3,000	5,000	5,000	-	(2,000)	4,812	4%
5803	Accounting Fees	-	5,000	5,000	5,000	-	-	5,000	0%
5809	Banking Fees	3,593	2,856	7,243	7,243	-	(4,387)	3,650	50%
5813	School Programs - After School Program	315	10,000	15,000	15,000	-	(5,000)	14,685	2%
5814	School Programs - Academic Competitions	1,067	7,500	7,500	7,500	-	-	6,433	14%
5820	Consultants - Non Instructional - Custom 1	1,350	30,000	15,000	15,000	-	15,000	13,650	9%
5822	Consultants - Non Instructional - Custom 3	1,673	57,898	40,000	40,000	-	17,898	38,328	4%
5824	District Oversight Fees	-	46,872	54,773	54,773	-	(7,901)	54,773	0%
5830	Field Trips Expenses	5,776	19,000	19,000	19,000	-	-	13,224	30%
5833	Fines and Penalties	-	-	29,000	29,000	-	(29,000)	29,000	0%

Magnolia Public Schools - MSA-SA

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5843	Interest - Loans Less than 1 Year	106	227	33,314	141	33,173	86	35	75%
5845	Legal Fees	1,244	15,000	15,000	15,000	-	-	13,756	8%
5851	Marketing and Student Recruiting	5,500	30,000	20,000	20,000	-	10,000	14,500	28%
5857	Payroll Fees	8,995	21,600	21,600	21,600	-	-	12,605	42%
5861	Prior Yr Exp (not accrued)	340	-	(7,580)	340	(7,920)	(340)	-	100%
5863	Professional Development	6,733	35,575	41,575	41,575	-	(6,000)	34,842	16%
5869	Special Education Contract Instructors	17,888	224,000	224,000	224,000	-	-	206,112	8%
5872	Special Education Encroachment	-	-	12,913	12,913	-	(12,913)	12,913	0%
5875	Staff Recruiting	100	-	-	-	-	-	(100)	
5884	Substitutes	-	51,150	55,000	55,000	-	(3,850)	55,000	0%
5887	Technology Services	32,612	20,000	64,000	64,000	-	(44,000)	31,388	51%
5900	Communications	6,201	4,800	17,000	17,000	-	(12,200)	10,799	36%
5915	Postage and Delivery	414	7,799	7,799	7,799	-	-	7,385	5%
SUBTOTAL - Services & Other Operating Exp.		611,558	1,775,769	2,090,804	2,065,550	25,254	(289,782)	1,453,992	30%
6000 Capital Outlay									
6200	Buildings & Improvement of Buildings	-	13,332,561	-	-	-	13,332,561	-	
6410	Computers (capitalizable items)	-	56,500	77,875	77,875	-	(21,375)	77,875	0%
SUBTOTAL - Capital Outlay		-	13,389,061	77,875	77,875	-	13,311,186	77,875	0%
TOTAL EXPENSES		2,324,598	18,916,317	6,825,601	6,785,118	40,483	12,131,198	4,460,520	34%
6900	Total Depreciation (includes Prior Years)	165,514	397,234	363,466	363,466	-	33,767	197,952	46%
TOTAL EXPENSES including Depreciation		2,490,112	5,924,489	7,111,192	7,070,710	40,483	(1,146,220)	4,580,598	35%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of November 2016 Close

	Budget vs. Actual			Budget		Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Budget	Revised Budget				
SUMMARY									
Revenue									
LCFF Entitlement	1,032,060	3,365,610	3,065,431	3,065,431		-	(300,179)	2,033,371	34%
Federal Revenue	6,703	133,928	139,972	139,972		-	6,044	133,269	5%
Other State Revenues	84,899	301,331	380,036	386,040		6,004	84,709	301,141	22%
Local Revenues	50,032	55,036	88,597	88,597		-	33,561	38,565	56%
Fundraising and Grants	17,025	20,000	20,000	20,000		-	-	2,975	85%
Total Revenue	1,190,718	3,875,905	3,694,036	3,700,040		6,004	(175,865)	2,509,322	32%
Expenses									
Compensation and Benefits	887,338	2,155,725	2,253,786	2,256,594		(2,808)	(100,868)	1,369,256	39%
Books and Supplies	49,249	163,559	179,076	179,076		-	(15,517)	129,827	28%
Services and Other Operating Expenditures	418,963	1,325,125	1,199,279	1,199,279		-	125,846	780,316	35%
Depreciation	18,591	44,619	39,460	39,460		-	5,159	20,869	47%
Total Expenses	1,374,142	3,689,029	3,671,602	3,674,409		(2,808)	14,620	2,300,268	37%
Operating Income	(183,423)	186,876	22,434	25,631		3,197	(161,245)	209,054	-716%
Fund Balance									
Beginning Balance (Unaudited)	1,173,620	1,053,661	1,173,620	1,173,620					100%
Audit Adjustment	960	-	961	960					100%
Beginning Balance (Audited)	1,174,581	1,053,661	1,174,581	1,174,581					100%
Operating Income (including Depreciation)	(183,423)	186,876	22,434	25,631					-716%
Ending Fund Balance	991,157	1,240,537	1,197,015	1,200,211					83%
Capital Outlay	-	-	-	-					
Operating Income (Less July Payroll)				125,565					
Total ADA		453.6	413.0	413.0					0%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Approved Budget	1st Interim	Proposed Revised	Variance	Variance	Forecast	% of Forecast	
		June 6th	October Forecast	Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent	
		Actual YTD							
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	317,793	812,986	514,613	514,613	-	(298,372)	196,820	62%
8012	Education Protection Account Entitlement	45,181	623,404	546,969	546,969	-	(76,435)	501,788	8%
8096	Charter Schools in Lieu of Property Taxes	669,086	1,929,220	2,003,849	2,003,849	-	74,629	1,334,763	33%
SUBTOTAL - LCFF Entitlement		1,032,060	3,365,610	3,065,431	3,065,431	-	(300,179)	2,033,371	34%
8100 Federal Revenue									
8181	Special Education - Entitlement	-	48,937	52,875	52,875	-	3,938	52,875	0%
8220	Child Nutrition Programs	-	24,079	24,125	24,125	-	46	24,125	0%
8291	Title I	6,703	24,624	26,810	26,810	-	2,187	20,107	25%
8292	Title II	-	669	662	662	-	(7)	662	0%
8293	Title III	-	120	-	-	-	(120)	-	
8296	Other Federal Revenue	-	35,500	35,500	35,500	-	-	35,500	0%
SUBTOTAL - Federal Income		6,703	133,928	139,972	139,972	-	6,044	133,269	5%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	5,571	-	5,468	5,571	103	5,571	-	100%
8381	Special Education - Entitlement (State)	73,564	221,038	207,749	207,749	-	(13,289)	134,185	35%
8520	Child Nutrition - State	-	3,881	1,872	1,872	-	(2,009)	1,872	0%
8550	Mandated Cost Reimbursements	5,764	2,938	86,886	92,787	5,902	89,849	87,023	6%
8560	State Lottery Revenue	-	73,475	78,061	78,061	-	4,586	78,061	0%
SUBTOTAL - Other State Income		84,899	301,331	380,036	386,040	6,004	84,709	301,141	22%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8600	Other Local Revenue								
8636	Uniforms	-	-	-	-	-	-	-	-
8660	Interest	552	1,836	1,836	1,836	-	-	1,284	30%
8682	Summer Program	-	10,200	20,404	20,404	-	10,204	20,404	0%
8690	Other Local Revenue	15,599	-	23,337	23,337	-	23,337	7,738	67%
8693	Field Trips	33,860	43,000	43,000	43,000	-	-	9,140	79%
8699	All Other Local Revenue	20	-	20	20	-	20	-	100%
8999	Uncategorized Revenue	-	-	-	-	-	-	-	-
	SUBTOTAL - Local Revenues	50,032	55,036	88,597	88,597	-	33,561	38,565	56%
8800	Donations/Fundraising								
8803	Fundraising	17,025	20,000	20,000	20,000	-	-	2,975	85%
	SUBTOTAL - Fundraising and Grants	17,025	20,000	20,000	20,000	-	-	2,975	85%
TOTAL REVENUE		1,190,718	3,875,905	3,694,036	3,700,040	6,004	(175,865)	2,509,322	32%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	446,359	1,264,738	1,132,399	1,138,266	(5,867)	126,472	691,907	39%
1300	Certificated Supervisor & Administrator Salaries	148,146	338,000	393,114	393,114	-	(55,114)	244,968	38%
SUBTOTAL - Certificated Employees		594,505	1,602,738	1,525,513	1,531,380	(5,867)	71,358	936,875	39%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	61,843	62,033	152,183	152,183	-	(90,149)	90,339	41%
2900	Classified Other Salaries	24,488	32,842	71,352	71,352	-	(38,511)	46,864	34%
SUBTOTAL - Classified Employees		86,332	94,875	223,535	223,535	-	(128,660)	137,203	39%
Employee Benefits Summary									
3100	STRS	64,510	188,731	188,023	188,572	(549)	159	124,062	34%
3200	PERS	11,042	12,185	28,669	28,669	-	(16,483)	17,627	39%
3300	OASDI-Medicare-Alternative	18,229	36,871	41,437	41,629	(192)	(4,758)	23,400	44%
3400	Health & Welfare Benefits	102,774	202,500	224,040	220,171	3,869	(17,671)	117,397	47%
3500	Unemployment Insurance	909	849	2,875	2,877	(3)	(2,029)	1,969	32%
3600	Workers Comp Insurance	9,037	16,976	19,694	19,760	(66)	(2,784)	10,723	46%
SUBTOTAL - Employee Benefits		206,501	458,112	504,738	501,679	3,059	(43,566)	295,177	41%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	18,074	10,000	18,074	18,074	-	(8,074)	-	100%
4200	Books & Other Reference Materials	337	10,000	10,000	10,000	-	-	9,663	3%
4315	Custodial Supplies	2,038	9,000	6,000	6,000	-	3,000	3,962	34%
4320	Educational Software	-	15,000	15,000	15,000	-	-	15,000	0%
4325	Instructional Materials & Supplies	2,594	18,700	18,700	18,700	-	-	16,106	14%
4326	Art & Music Supplies	326	2,200	2,200	2,200	-	-	1,874	15%
4330	Office Supplies	8,962	32,200	32,200	32,200	-	-	23,238	28%
4335	PE Supplies	1,405	5,000	4,000	4,000	-	1,000	2,595	35%
4345	Non Instructional Student Materials & Supplies	1,867	6,000	6,000	6,000	-	-	4,133	31%
4346	Teacher Supplies	854	-	1,000	1,000	-	(1,000)	146	85%
4350	Uniforms	-	-	13,337	13,337	-	(13,337)	13,337	0%
4410	Classroom Furniture, Equipment & Supplies	4,186	10,000	10,000	10,000	-	-	5,814	42%
4420	Computers (individual items less than \$5k)	2,024	15,500	10,000	10,000	-	5,500	7,976	20%
4430	Non Classroom Related Furniture, Equipment & S	3,269	-	3,269	3,269	-	(3,269)	-	100%
4700	Food	1,799	27,959	27,297	27,297	-	662	25,498	7%
4720	Other Food	1,515	2,000	2,000	2,000	-	-	485	76%
	SUBTOTAL - Books and Supplies	49,249	163,559	179,076	179,076	-	(15,517)	129,827	28%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5000	Services & Other Operating Expenses								
5101	CMO Fees	154,257	370,217	337,197	337,197	-	33,020	182,940	46%
5102	Direct CMO Fee (Shared Staff)	-	42,738	41,636	41,636	-	1,102	41,636	0%
5210	Conference Fees	370	5,000	5,000	5,000	-	-	4,630	7%
5215	Travel - Mileage, Parking, Tolls	1,484	7,000	7,000	7,000	-	-	5,516	21%
5220	Travel and Lodging	9,670	20,000	20,000	20,000	-	-	10,330	48%
5300	Dues & Memberships	951	5,400	5,400	5,400	-	-	4,449	18%
5450	Insurance - Other	10,840	19,000	18,580	18,580	-	420	7,740	58%
5500	Operations & Housekeeping	3,284	-	5,000	5,000	-	(5,000)	1,716	66%
5510	Utilities - Gas and Electric	8,256	37,200	30,000	30,000	-	7,200	21,744	28%
5605	Equipment Leases	4,676	10,000	10,000	10,000	-	-	5,324	47%
5610	Rent	150,000	345,000	320,000	320,000	-	25,000	170,000	47%
5615	Repairs and Maintenance - Building	9,155	35,000	15,000	15,000	-	20,000	5,845	61%
5617	Repairs and Maintenance - Other Equipment	727	5,000	5,000	5,000	-	-	4,273	15%
5803	Accounting Fees	-	5,000	5,000	5,000	-	-	5,000	0%
5809	Banking Fees	64	1,000	1,000	1,000	-	-	936	6%
5814	School Programs - Academic Competitions	936	5,000	5,000	5,000	-	-	4,064	19%
5819	School Programs - Other	-	600	600	600	-	-	600	0%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5820	Consultants - Non Instructional - Custom 1	-	40,000	-	-	-	40,000	-	
5822	Consultants - Non Instructional - Custom 3	2,331	26,503	26,503	26,503	-	-	24,172	9%
5824	District Oversight Fees	-	33,656	30,654	30,654	-	3,002	30,654	0%
5830	Field Trips Expenses	-	45,000	45,000	45,000	-	-	45,000	0%
5845	Legal Fees	-	25,000	25,000	25,000	-	-	25,000	0%
5851	Marketing and Student Recruiting	7,145	24,000	24,000	24,000	-	-	16,855	30%
5857	Payroll Fees	5,620	18,000	18,000	18,000	-	-	12,380	31%
5861	Prior Yr Exp (not accrued)	6,566	-	7,572	7,572	-	(7,572)	1,006	87%
5863	Professional Development	1,837	17,100	19,000	19,000	-	(1,900)	17,163	10%
5869	Special Education Contract Instructors	919	70,000	55,000	55,000	-	15,000	54,081	2%
5872	Special Education Encroachment	-	-	10,425	10,425	-	(10,425)	10,425	0%
5875	Staff Recruiting	-	1,911	1,911	1,911	-	-	1,911	0%
5884	Substitutes	2,611	25,000	19,000	19,000	-	6,000	16,389	14%
5887	Technology Services	29,948	43,800	43,800	43,800	-	-	13,852	68%
5900	Communications	5,051	42,000	37,000	37,000	-	5,000	31,949	14%
5915	Postage and Delivery	2,264	-	5,000	5,000	-	(5,000)	2,736	45%
SUBTOTAL - Services & Other Operating Exp.		418,963	1,325,125	1,199,279	1,199,279	-	125,846	780,316	35%
6000	Capital Outlay								
SUBTOTAL - Capital Outlay		-	-	-	-	-	-	-	
TOTAL EXPENSES		1,355,551	3,644,410	3,632,141	3,634,949	(2,808)	9,461	2,279,399	37%
6900	Total Depreciation (includes Prior Years)	18,591	44,619	39,460	39,460	-	5,159	20,869	47%
TOTAL EXPENSES including Depreciation		1,374,142	3,689,029	3,671,602	3,674,409	(2,808)	14,620	2,300,268	37%

MERF

Budget vs. Actuals

As of November 2016 Close

	Budget vs.		Budget					
	Actual				Variance	Variance		
	Actual YTD	Approved Budget September 8th	1st Interim October Forecast	Proposed Revised Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
Local Revenues	2,511,104	6,242,850	6,509,467	6,511,359	1,892	268,509	4,000,256	39%
Fundraising and Grants	3,000	150,000	150,000	150,000	-	-	147,000	2%
Total Revenue	2,514,104	6,392,850	6,659,467	6,661,359	1,892	268,509	4,147,256	38%
Expenses								
Compensation and Benefits	1,588,199	3,467,487	3,720,949	3,713,429	7,520	(245,942)	2,125,230	43%
Books and Supplies	33,998	75,821	82,620	94,820	(12,200)	(18,999)	60,822	36%
Services and Other Operating Expenditures	1,130,788	2,537,455	2,790,966	2,825,323	(34,357)	(287,869)	1,694,535	40%
Depreciation	3,195	7,666	1,440	1,440	-	6,226	(1,755)	222%
Total Expenses	2,756,180	6,088,429	6,595,975	6,635,013	(39,037)	(546,584)	3,878,833	42%
Operating Income	(242,076)	304,421	63,491	26,346	(37,145)	(278,075)	268,423	-919%
Fund Balance								
Beginning Balance (Unaudited)	(285,175)	(285,175)	(285,175)	(285,175)				100%
Audit Adjustment	311,971	311,971	315,263	311,971				100%
Beginning Balance (Audited)	26,796	26,796	30,088	26,796				100%
Operating Income	(242,076)	304,421	63,491	26,346				-919%
Ending Fund Balance	(215,280)	331,217	93,579	53,142				-405%
Capital Outlay	-	-	-	-				

MERF

Budget vs. Actuals
As of November 2016 Close

Budget vs. Actual		Budget					
Actual YTD	Approved Budget September 8th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent

MERFBudget vs. Actuals
As of November 2016 Close

		Budget vs. Actual							
		Actual		Budget					
		Approved Budget	1st Interim	Proposed Revised	Variance	Variance	Forecast	% of Forecast	
		September 8th	October Forecast	Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent	
		Actual YTD							
8600	Other Local Revenue								
8690	Other Local Revenue	3,890	-	1,997	3,890	1,892	3,890	-	100%
8699	All Other Local Revenue	21,216	-	21,216	21,216	-	21,216	-	100%
8701	CMO Fee - MSA-1	405,080	972,192	949,506	949,506	-	(22,685)	544,426	43%
8702	CMO Fee - MSA-2	405,080	972,192	893,653	893,653	-	(78,539)	488,573	45%
8703	CMO Fee - MSA-3	367,104	881,049	860,141	860,141	-	(20,908)	493,037	43%
8704	CMO Fee - MSA-4	30,381	72,914	134,048	134,048	-	61,134	103,667	23%
8705	CMO Fee - MSA-5	30,381	72,914	134,048	134,048	-	61,134	103,667	23%
8706	CMO Fee - MSA-6	30,381	72,914	134,048	134,048	-	61,134	103,667	23%
8707	CMO Fee - MSA-7	253,175	607,620	670,240	670,240	-	62,620	417,065	38%
8708	CMO Fee - MSA-8	405,080	972,192	1,027,701	1,027,701	-	55,509	622,621	39%
8709	CMO Fee - MSA-SA	405,080	972,192	1,027,701	1,027,701	-	55,509	622,621	39%
8712	CMO Fee - MSA-SD	154,257	370,217	337,197	337,197	-	(33,020)	182,940	46%
8713	Direct CMO Fee (Shared Staff)	-	276,455	317,971	317,971	-	41,515	317,971	0%
SUBTOTAL - Local Revenues		2,511,104	6,242,850	6,509,467	6,511,359	1,892	268,509	4,000,256	39%
8800	Donations/Fundraising								
8802	Donations - Private	2,000	150,000	149,000	149,000	-	(1,000)	147,000	1%
8803	Fundraising	1,000	-	1,000	1,000	-	1,000	-	100%
SUBTOTAL - Fundraising and Grants		3,000	150,000	150,000	150,000	-	-	147,000	2%
TOTAL REVENUE		2,514,104	6,392,850	6,659,467	6,661,359	1,892	268,509	4,147,256	38%

MERFBudget vs. Actuals
As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget September 8th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1300	Certificated Supervisor & Administrator Salaries	268,250	592,000	664,134	664,134	-	(72,134)	395,884	40%
SUBTOTAL - Certificated Employees		268,250	592,000	664,134	664,134	-	(72,134)	395,884	40%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	991,580	2,097,761	2,152,521	2,154,521	(2,000)	(56,760)	1,162,941	46%
2900	Classified Other Salaries	68,247	180,200	173,827	171,827	2,000	8,373	103,580	40%
SUBTOTAL - Classified Employees		1,059,827	2,277,961	2,326,348	2,326,348	0	(48,387)	1,266,521	46%
Employee Benefits Summary									
3100	STRS	33,138	44,282	94,474	94,474	-	(50,192)	61,336	35%
3200	PERS	3,398	-	10,198	10,198	-	(10,198)	6,801	33%
3300	OASDI-Medicare-Alternative	73,317	197,565	181,377	181,377	-	16,188	108,060	40%
3400	Health & Welfare Benefits	91,770	226,800	282,666	275,146	7,520	(48,346)	183,376	33%
3500	Unemployment Insurance	936	13,034	16,207	16,207	-	(3,173)	15,271	6%
3600	Workers Comp Insurance	18,978	28,700	33,673	33,673	-	(4,973)	14,695	56%
3700	Retiree Benefits	38,585	87,146	111,873	111,873	-	(24,727)	73,287	34%
SUBTOTAL - Employee Benefits		260,122	597,526	730,467	722,948	7,520	(125,422)	462,826	36%

MERF

Budget vs. Actuals

As of November 2016 Close

		Budget vs.							
		Actual		Budget					
		Approved Budget	1st Interim	Proposed	Revised	Variance	Variance	Forecast	% of Forecast
		September 8th	October Forecast	Budget	Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent
Actual YTD									
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	-	1,020	977	977	-	43	977	0%
4200	Books & Other Reference Materials	43	-	43	43	-	(43)	-	100%
4320	Educational Software	12,200	19,000	-	12,200	(12,200)	6,800	-	100%
4325	Instructional Materials & Supplies	-	102	-	-	-	102	-	
4330	Office Supplies	4,946	9,099	20,000	20,000	-	(10,901)	15,054	25%
4400	Noncapitalized Equipment	-	1,000	-	-	-	1,000	-	
4420	Computers (individual items less than \$5k)	62	5,000	10,000	10,000	-	(5,000)	9,938	1%
4720	Other Food	16,748	40,600	51,600	51,600	-	(11,000)	34,852	32%
	SUBTOTAL - Books and Supplies	33,998	75,821	82,620	94,820	(12,200)	(18,999)	60,822	36%

MERF

Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget September 8th	1st Interim October Forecast	Proposed Budget	Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining
5000	Services & Other Operating Expenses								
5210	Conference Fees	7,590	38,796	23,796	23,796	-	15,000	16,206	32%
5215	Travel - Mileage, Parking, Tolls	19,794	31,820	53,320	53,320	-	(21,500)	33,526	37%
5220	Travel and Lodging	5,417	96,569	56,569	46,569	10,000	50,000	41,152	12%
5300	Dues & Memberships	7,033	10,200	10,200	10,200	-	-	3,167	69%
5450	Insurance - Other	224	14,688	14,688	14,688	-	-	14,464	2%
5500	Operations & Housekeeping	5,971	20,593	20,593	33,593	(13,000)	(13,000)	27,622	18%
5605	Equipment Leases	3,663	12,240	12,240	12,240	-	-	8,577	30%
5610	Rent	79,050	157,200	157,200	158,520	(1,320)	(1,320)	79,470	50%
5615	Repairs and Maintenance - Building	-	84	-	-	-	84	-	-
5803	Accounting Fees	23,875	6,120	25,000	25,000	-	(18,880)	1,125	96%
5809	Banking Fees	6,778	18,275	18,275	18,275	-	(0)	11,497	37%
5812	Business Services	231,667	695,000	695,000	695,000	-	-	463,333	33%
5819	School Programs - Other	3,400	-	3,033	3,400	(368)	(3,400)	-	100%
5822	Consultants - Non Instructional - Custom 3	406,226	884,949	928,955	928,955	-	(44,006)	522,729	44%
5833	Fines and Penalties	573	321	970	970	-	(650)	397	59%
5843	Interest - Loans Less than 1 Year	74	111	111	111	-	-	37	67%

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Budget vs. Actuals

As of November 2016 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget September 8th	1st Interim October Forecast	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5845	Legal Fees	130,817	215,000	300,000	300,000	-	(85,000)	169,183	44%
5848	Licenses and Other Fees	3,489	-	3,250	4,000	(750)	(4,000)	511	87%
5851	Marketing and Student Recruiting	19,887	70,149	73,649	73,649	-	(3,500)	53,762	27%
5857	Payroll Fees	6,782	18,000	18,000	18,000	-	-	11,218	38%
5861	Prior Yr Exp (not accrued)	57,837	-	16,717	57,837	(41,119)	(57,837)	-	100%
5863	Professional Development	25,850	100,000	105,400	93,200	12,200	6,800	67,350	28%
5864	Professional Development - Other	6,449	50,000	102,500	102,500	-	(52,500)	96,051	6%
5875	Staff Recruiting	3,360	-	21,000	21,000	-	(21,000)	17,640	16%
5887	Technology Services	47,950	65,720	78,500	78,500	-	(12,780)	30,550	61%
5900	Communications	20,074	17,340	36,000	36,000	-	(18,660)	15,926	56%
5915	Postage and Delivery	6,957	14,280	16,000	16,000	-	(1,720)	9,043	43%
SUBTOTAL - Services & Other Operating Exp.		1,130,788	2,537,455	2,790,966	2,825,323	(34,357)	(287,869)	1,694,535	40%
6000	Capital Outlay								
SUBTOTAL - Capital Outlay		-	-	-	-	-	-	-	
TOTAL EXPENSES		2,752,985	6,080,763	6,594,535	6,633,573	(39,037)	(552,810)	3,880,588	42%
6900	Total Depreciation (includes Prior Years)	3,195	7,666	1,440	1,440	-	6,226	(1,755)	222%
TOTAL EXPENSES including Depreciation		2,756,180	6,088,429	6,595,975	6,635,013	(39,037)	(546,584)	3,878,833	42%