Magnolia Public Schools

Regular (Annual) Board Meeting

Date and Time
Wednesday June 14, 2017 at 6:30 PM PDT

Location
MSA SD: 6365 Lake Atlin Ave. San Diego, CA 92119

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-1: 18238 Sherman Way Reseda, CA 91335
• MSA- 3: 1254 E. Helmick St. Carson, CA 90746
• MSA- 6: 3754 Dunn Dr. Los Angeles, CA 90034 (Haim Beliak)
• MSA- 8: 6411 Orchard Ave Bell, CA 90201
• MSA- Santa Ana: 2840 W. 1st St. Santa Ana, CA 92703
• 1363 Ridgecrest Rd Pinole CA 94564 (Serdar Orazov)
• 4831 E. Copa de Oro Dr. Anaheim, CA 92807 (Remzi Oten)

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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

Mr. Haim Beliak

CEO & Superintendent:
Dr. Caprice Young

<u>Notice of Closed Session Agenda Items</u>
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

Agenda

	Purpose	Presenter	Duration

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Pledge of Allegiance			1 m
D. Public Comments			20 m
E. Approval of Agenda	Vote		2 m
F. Approve Minutes- Regular Board Meeting/Board Retreat from May 20, 2017	Approve Minutes		

Approve minutes for Regular Board Meeting/ Board Retreat on May 20, 2017

II. Consent Agenda

	Purpose	Presenter	Duration
A. Approval of Revised Meals Plus- Food Service Management Software Agreement for all MPS for 2017-18	Vote	David Yilmaz	
B. Approval of 2017-18 Schools in Action Contract	Vote	David Yilmaz	
C. Approval of MSA-SA Furniture Due to Expansion of Enrollment	Vote	Erdinc Acar	
D. Approval of Illuminate SIS Transition Plan	Vote	David Yilmaz	
E. Approval of 2017-18 MPS Board of Directors Meeting Calendar	Vote	Caprice Young	
F. Approval of Certification of Signatures Form for Charter School Funds Distribution Authorization	Vote	Nanie Montijo	
G. 2017-18 Certification of Assurances, Protected Prayer Certification, Application for Funding	Vote	Nanie Montijo & Kristin Dietz	
H. Approval of 2017-18 EPA Spending Plans for all MPS	Vote	Nanie Montijo	
I. Approval of 2017-18 Facility Lease Agreement for MSA 7	Vote	Frank Gonzalez	
J. 2017-18 MSA-6 Facility Lease Agreement	Vote	Frank Gonzalez	
K. Approval of 2017-18 Master List Contracts	Vote	Nanie Montijo	

L. 2017-18 Educational Facility Group Contract	Vote	Suat Acar	
M. Approval of Letter of Intent to Exit from the LAUSD SELPA	Vote	Victoria Marzouk	
N. Approval of Investment Policy for all MPS	Vote	Nanie Montijo	
O. Approval of 2017-2018 E-Rate Process RFP Winning Bids and Vendors	Vote	Suat Acar	
P. Approval of Revisions to the MPS EL Master Plan	Vote	Nicole Vasquez	
Q. Approval of Contract with Riders Express for MSA-4	Vote	Suat Acar	

III. Action Items

A. Approval of LCAPS for MSA 1-8, MSA- San Diego and MSA- Santa Ana	Vote	David Yilmaz	3 m
B. Approval of Delegation of Authority for Construction Contracts Through August 30, 2017	Vote	Frank Gonzalez	10 m
C. Adoption of 2017-18 Magnolia Public Schools Budget	Vote	Nanie Montijo & Kristin Dietz	25 m
D. Approval of MPS Board Committee Creation and Committee Member Appointments	Vote	Noel Russell-Unterburger	10 m
E. Approval of Temporary Loan to Meet the Required 5% Cash Reserve for all MPS	Vote	Nanie Montijo	5 m
F. Public Announcement of Closed Session Item(s)	FYI	Noel Russell-Unterburger	1 m

IV. Closed Session

A. Public Performance Evaluation: Chief Executive Officer and Superintendent	Discuss	Noel Russell-Unterburger	15 m
B. Conference with Legal Council: one case	Discuss	Caprice Young	10 m

V. Potential Board Action:

A. Possible Board Approval of Employment Agreement for Chief Executive Officer and Superintendent	Vote	Noel Russell-Unterburger	10 m

VI. Information Items

A. Enrollment Update	Discuss	Alfredo Rubalcava	5 m
B. Finance Update- April Financials	Discuss	Kristin Dietz	10 m

VII. Closing Items

A. Adjourn Meeting	Vote		

Cover Sheet

Approve Minutes- Regular Board Meeting/Board Retreat from May 20, 2017

Section:
I. Opening Items

Item:
F. Approve Minutes- Regular Board Meeting/Board Retreat from May 20, 2017

Purpose:
Approve Minutes

Submitted by:

Related Material:
Minutes for Regular Board Meeting/ Board Retreat on May 20, 2017

Magnolia Public Schools

Minutes

Regular Board Meeting/ Board Retreat

Date and Time
Saturday May 20, 2017 at 9:00 AM

Location
MPS Home Office 250 Suite 1500 E. 1st St. Los Angeles, CA 90012

Board members who joined remotely participated from the following locations:
• 449 36th St. Brooklyn NY 11232 (Mr. Nguyen Huynh)
• MSA- Santa Ana: 2840 W. 1st St. Santa Ana, CA 92703 (Dr. Remzi Oten)

Sites open to the public for remote participation:
• MSA- 2: 17125 Victory Blvd. Lake Balboa, CA 91406
• MSA- 3: 1254 E. Helmick St. Carson, CA 90746
• MSA- 4: 11330 W. Graham Place Los Angeles, CA 90064
• MSA- San Diego: 6365 Lake Atlin Ave San Diego, CA 92119
• MSA- Santa Ana: 2840 W. 1st St. Santa Ana, CA 92703

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
Mr. Haim Beliak

CEO & Superintendent:
Dr. Caprice Young

Directors Present

D. Gonzalez, H. Beliak, N. Huynh (remote), N. Russell-Unterburger, R. Oten (remote), S. Dikbas, S. Orazov, S. Sherkhanov, U. Yapanel

Directors Absent
None

Directors Arrived Late
S. Dikbas

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 Saturday May 20, 2017 @ 9:34 AM at MPS Home Office 250 Suite 1500 E. 1st St. Los Angeles, CA 90012.

B. Record Attendance and Guests
Board members who joined in person joined from the MPS Home Office. S. Dikbas arrived at 9:40 a.m, he did not vote on the amendments on the agenda or its approval. The meeting was recessed at 12:15 p.m. for a lunch break and reconvened at 12:40 p.m. N. Huynh and R. Oten joined the meeting for the Brown Act Training and for the Closed Session discussion only, they did not make any voting decisions during this meeting.

C. Pledge of Allegiance
The pledge of allegiance was led by B. Torres, Executive Assistant.

D. Public Comments
There were no public comments.

E. Approval of Agenda
N. Russell-Unterburger made a motion to approve the agenda as amended by having the Brown Act Training at the time when the attorney arrives.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

N. Russell-Unterburger made a motion to deligate item II G approval of the Investment Policy to the Finance Committee for decision.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Orazov	Aye
N. Russell-Unterburger	Aye
U. Yapanel	Aye

S. Sherkhanov	Aye
R. Oten	Absent
D. Gonzalez	Aye
H. Beliak	Aye
S. Dikbas	Absent
N. Huynh	Absent

F. Intro of Facilitator and Setting the Stage Session

G. Ranstrom, board retreat facilitator, asked board members questions regarding their perception of the board and it's board meetings, he led the opening session.
S. Dikbas arrived late.

II. Consent Agenda

A. Approve Minutes of the Regular Board Meeting- April 6, 2017

N. Russell-Unterburger made a motion to approve minutes from the Regular Board Meeting that took place on 04-06-17.
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.
This item was approved under consent agenda.

B. Approve Minutes of the Regular Board Meeting- May 8, 2017

N. Russell-Unterburger made a motion to approve minutes from the Regular Board Meeting that took place on 05-08-17.
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.
This item was approved under consent agenda.

C. Approval of Repayment Schedule from MERF to MSA 8 for MSA SC Return of Funds

N. Russell-Unterburger made a motion to approve the repayment schedule of the temporary loan to MERF.
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.
This item was approved under consent agenda.

D. Approval of Contract with Lucky Moving Inc for MSA- SD Relocation Costs

N. Russell-Unterburger made a motion to grant approval to C. Young, CEO and Superintendent of MPS to approve payments to the Lucky Moving Inc for the MSA-San Diego (MSA-SD) campus relocation cost to the new DeAnza school site.
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.
This item was approved under consent agenda.

E. Request for Allowance of Attendance due to Emergency Conditions for MSA-2 School Closure on 5/2/2017

N. Russell-Unterburger made a motion to approve the filing of request for allowance of attendance because of emergency school closure due to power outage at MSA-2 on 5/2/2017.
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.
This item was approved by under consent agenda.

F. Approval of Contract with New Fiscal Oversight Management Organization

N. Russell-Unterburger made a motion to authorize the CEO or a designee to execute the contract with School Services of California to take over the fiscal oversight from FCMAT.
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.
This item was approved under consent agenda.

G. **Approval of Investment Policy for all MPS**
N. Russell-Unterburger made a motion to delegate item II G approval of the investment policy to the finance committee for approval.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

This item was removed from consent agenda.

III. Updates and Discussion Items

A. **School Dashboard Update and Glows, Grows, Goals for all MPS**
Principals and Home Office department leaders presented the Glows, Grows, and Goals. Board members delivered their questions and concerns. All questions were addressed.

B. **Enrollment Update**
A. Rubalcava, Chief External Officer, informed the Board of the most updated enrollment numbers. He explained the student recruitment plan and current actions that are taking place. All questions were addressed.

C. **Financial Update- March 2017 Financials**
EdTec, back office provider, submitted a written report. This item was not discussed by the full board, the finance committee will discuss this item in depth.

IV. Board Retreat

A. **Presentation of Charter School Financing and Budgeting**
K. Dietz, EdTec representative, gave Board and staff a training on understanding charter school budgets and funding sources. All questions were addressed.

B. **2017-18 Proposed Budget Presentation for all MPS**
K. Dietz, Edtec Representative, presented the proposed budget to the Board. Board members presented their concerns regarding staff cuts and budget reserves. S. Orazov, Board Treasurer, requested to see a list of current vendors and a list of 2017-18 vendors, staff will follow up on this request. The Board briefly discussed the budget, the finance committee will discuss the proposed budget in depth at the next finance committee meeting and staff will bring it back to the full Board for approval. All questions were addressed.

C. Committee Roles, Current/Future Goals, and Memberships

N. Unterburger, Board Chairperson, gave the Board details on the plan to merge the current board committees and shared with them information regarding which board member would be on which committee. The Board briefly discussed the details. The Board will review the information and it will be presented for approval at the next board meeting.

D. 2017-18 Draft Board/Committee Meeting Calendars

Written item was delivered, there was no discussion on the item. A final calendar will be presented to the Board for approval at the next Board meeting.

E. Board Member Membership Surveys

This item was not addressed.

F. Brown Act Training

Attorney, B. Hollman conducted the Brown Act Training.

G. Public Announcement of Closed Session Item(s)

N. Unterburger, Board Chairperson, informed the public that the Board would be going into closed session to discuss: Public Employment Title: Chief Executive Officer and Superintendent. She stated that the Board would come back into open session to report out any actions taken.

H. Public Announcement of Closed Session Item(s)

N. Unterburger, Board Chairperson, informed the public that the Board would be going into closed session to discuss: Public Employment Title: Chief Executive Officer and Superintendent. She stated that the Board would come back into open session to report out any actions taken.

V. Closed Session

A. Public Employment Title: Chief Executive Officer and Superintendent

Th Board went into closed session to discuss this item.

VI. Action Items

A. Possible Board Approval of Employment Agreement for Chief Executive Officer and Superintendent

This item was not addressed.

VII. 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 5:10 PM.

Respectfully Submitted,
N. Russell-Unterburger

Cover Sheet

Approval of Revised Meals Plus- Food Service Management Software Agreement for all MPS for 2017-18

Section: II. Consent Agenda

Item: A. Approval of Revised Meals Plus- Food Service Management Software Agreement for all MPS for 2017-18

Purpose: Vote

Submitted by:

Related Material: II A Meals Plus Revised Agreement.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II A
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Agreement with Meals Plus for 2017-18

Proposed Board Recommendation

I move that the board approve the revised agreement with Meals Plus for fiscal year 2017-18.

Background

MPS has been using a CoolSIS meal program module which will have to be replaced once we move to a new SIS. Whether MPS decides to continue with CoolSIS for a long term or choose a different SIS, successful transition (data, training, etc.) will take about a year. We are asking the board to approve a contract with Meals Plus for the 2017-18 school year so that there is no interruption student meal program tracking and reimbursements.

Budget Implications

Included in proposed 2017-18 budget.

2017-2018 MERF: $14,274.00

Name of Staff Originator:

David Yilmaz (Chief Accountability Officer)

Attachments

-Meals Plus Agreement for 2017-18 (revised)

Meals Plus

*Keeping the lunchline moving.*ᔆᴹ

Magnolia Public Schools
Purchase Agreement

May 3, 2017

Education Management Systems 4110 Shipyard Avenue Wilmington, NC 28403 **T** 714.544.0574 **F** 714.464.4372 www.MealsPlus.com

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3

Education Management MOU

Purpose This Memorandum of Understanding (MOU) is to establish an agreement with respect to the responsibilities of each party, Education Management Systems, Inc. (EMS) and Magnolia Public Schools (MPS).

Scope: This MOU encompasses those products, commonly referred to as the Meals Plus Product Suite (Products), and related services provided by EMS, such as hardware, training and phone support.

1.   EMS Responsibilities – unless specifically addressed elsewhere.
     A. Provide the products and services purchased by MPS on a timely basis.
     B. Deliver the products with the features and functions as sold.
     C. Correct and update products, as needed, on a timely fashion.
     D. Provide products that comply with USDA and/or State requirements.
     E. Provide unlimited toll free help desk support, to central office staff members and emergency toll free help desk support to school site personnel.
     F. Provide for enhanced products, on a periodic basis.
     G. Provide an implementation manager to coordinate the MPS and EMS staff.
     H. Provide specifications for the appropriate equipment
     I. Provide specifications and assist with the configuration of the SQL database

2.   MPS Responsibilities – unless specifically addressed elsewhere.
     A. Read and accept the Meals Plus software license agreement.
     B. Provide equipment that meets the specifications of EMS and needs of the products.
     C. Manage the District's server.
     D. Insure that the Meals Plus SQL database is configured to meet or exceed EMS specifications.
     E. Insure that contingency plans are in place, for utilization on an as needed basis.
     F. Establish a District implementation coordinator or product manager.
     G. Insure that implementation tasks are accomplished, as agreed upon
     H. Provide District users with an appropriate level of training.
     I. Recognize EMS is only accountable for those things it can control, and not student systems, USDA regulations, State regulations or SIF standards.
     J. Where applicable; provide and monitor SIF/ZIF server in compliance with SIF standards.

3.   Refunds and Cancellations
     A. Hardware is returnable only when in the original "unopened" container.
     B. Hardware is subject to each manufacturer's return policy.
     C. Software is not refundable beyond the trial period or after installation.
     D. Training services requested and cancelled, 48 hours in advance will be billed at 50% of quoted prices, less than 24 hours in advance 100% of quoted prices.
     E. Pre-paid Annual Support will be refunded in entirety if cancellation of service is made prior to July 1 of the corresponding service year(s). Any portion of the service year will incur a complete year of annual support fee. Annual support is from July 1 through June 30 of each year.

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4. Payment
A. In consideration of EMS's performance of its duties under this Agreement, MPS agrees to pay EMS in the amount as stated in the Pricing Proposal (see Appendix) made payable within 30 days of receipt of an authorized and approved invoice from EMS. This payment shall be sent to EMS's address stated herein.

5. Use of the Magnolia Public Schools Brand
A. EMS shall not use the name, insignia, or any facsimile of MPS material for any purpose, including, but not limited to,
advertising, client list, or references, without the express prior authorization of MPS.

6. Merger
A. This Agreement memorializes the full terms and conditions of the Agreement between the undersigned parties. All previous Agreements between the parties, if any, whether written or oral, are merged herein and superseded hereby.

7. Governing Law, Good Faith, & Attorneys' Fees

A. This Agreement shall be performed and construed under the laws of the State of North Carolina without regard to its conflicts of laws provisions. The Parties agree that any dispute arising out of or connected with the interpretation of enforcement of this Agreement, or any of its terms, must be filed in a state or federal court in Wilmington, North Carolina. B. The undersigned parties jointly and severally agree to execute the terms and conditions of this Agreement in good faith and to the best of their ability.
C. Each party shall pay its own attorneys' fees associated with any potential mediation, arbitration, and/or litigation.

8. Confidential Information

A. EMS agrees that all students and MPS lists, e-mail addresses used by MPS employees or students, services, products, student records, plans, reports, marketing, expansion, technology, and processes of MPS are valuable, special, and unique assets of MPS (collectively "Confidential Information"). EMS acknowledges it will have access to, and knowledge of, Confidential Information, and that access to, and knowledge of, Confidential Information is essential to the performance of its duties under this Agreement. In consideration of EMS's access to this Confidential Information, EMS agrees that, except as specifically authorized, in writing, by   MPS, EMS shall not, directly or indirectly, (i) disclose any Confidential Information to any person or entity, (ii) make use of any Confidential Information for its own purposes or for the benefit of any other person or entity, other than MPS.

Education Management Systems, Inc.

Magnolia Public Schools

_____

_____

Jeff Flynn, Vice President

Date   _____

Date   _____

Superior C A F E T E R I A   M A N A G E M E N T   T E C H N O L O G Y

5

APPENDIX – OVERALL PRICING 2017-2018

(NOTE: SOFTWARE/SERVICES TO BE DELIVERED BETWEEN APRIL 2017 - JUNE 2017 - 30 DAY TERMS)

DESCRIPTION	QUANTITY	UNIT PRICE			COST	
Meals Plus Point of Sale Software: Software license provides unlimited terminal/workstations per site. Sites Include: MSA-1, MSA-2, MSA-3, MSA-4, MSA-6, MSA-7, MSA-Santa Ana, MSA-SD	8	$	1,995.00	20%	$	12,768.00
Meals Plus Point of Sale Software: Software license provides unlimited workstations per site: MPS Central Office	1	$	0.00		$	0.00
Meals Plus Online Applications: Software license extends to all 8 school sites, central office, and up to 7 additional future growth sites	1	$	595.00	100%	$	0.00
Meals Plus Accountability & CNIPS Claim Software: Software license extends to all 8 school sites, central office, and up to 7 additional future growth sites	1	$	1,995.00	20%	$	1,506.00
Meals Plus Online Payments	1	$	0.00		$	0.00
SOFTWARE SUBTOTAL					$	14,274.00
SALES TAX					**N/A**	
TOTAL					**$14,274.00**	

Superior CAFETERIA MANAGEMENT TECHNOLOGY

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APPENDIX – OVERALL PRICING 2018-2019

(NOTE: SOFTWARE/SERVICES TO BE DELIVERED BETWEEN APRIL 2017 - JUNE 2017 AND INVOICED JULY 1, 2017 - 10 DAY TERMS)

DESCRIPTION	QUANTITY	UNIT PRICE			COST
Meals Plus Free & Reduced Management Software: Software license extends to all 8 school sites, central office, and up to 7 additional future growth sites	I	$ 3,995.00	20%		$ 3,196.00
SOFTWARE SUBTOTAL					**$ 3,196.00**
Meals Plus Remote Installation / Configuration: Includes (2) Certified Trainers conducting onsite training and Go-Live Support for 3 days	I	$ 5,995.00			$ 5,995.00
Meals Plus Web Training / Configuration Hourly Labor	4	$ 125.00			$ 500.00
Meals Plus Travel: Includes Airfare from NC-LAX / Hotel / Rental Car	I	$ 2,000.00			$ 2,000.00
SERVICES SUBTOTAL					**$ 8,495.00**
Meals Plus Point of Sale Annual Support: Includes Central Office Software Support	8	$ 350.00			$ 2,800.00
Meals Plus Student Eligibility Annual Support: Includes Central Office Support	I	$ 925.00			$ 925.00
Meals Plus Online Application Annual Support: Includes Central Office Support	I	$ 1,295.00			$ 1,295.00
Meals Plus Accountability Annual Support: Includes Central Office Support	I	$ 465.00			$ 465.00
Meals Plus Online Payment Annual Support	I	$ 0.00			$ 0.00
Meals Plus Annual Support Initial Use Year DIscount	I				$ (4,190.00)
SUPPORT SUBTOTAL					**$ 1,295.00**
SALES TAX					**N/A**
TOTAL					**$12,986.00**

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APPENDIX – INDIVIDUAL SITE PRICING 2017-2018

(NOTE: PRICING PROVIDED AS REFERENCE ONLY. MPS WILL RECEIVE A SINGLE INVOICE FOR ALL SITES)

DESCRIPTION	QUANTITY	UNIT PRICE			COST
Meals Plus Point of Sale Software: Software license provides unlimited terminal/workstations per site. Sites Include: MSA-1, MSA-2, MSA-3, MSA-4, MSA-6, MSA-7, MSA-Santa Ana, MSA-SD	1	$ 1,995.00	20%		$ 1,596.00
Meals Plus Point of Sale Software: Software license provides unlimited workstations per site: MPS Central Office	1	$ 0.00			$ 0.00
Meals Plus Online Applications: Software license extends to all 8 school sites, central office, and up to 7 additional future growth sites	1	$ 595.00	100%		$ 0.00
Meals Plus Accountability & CNIPS Claim Software: Software license extends to all 8 school sites, central office, and up to 7 additional future growth sites	1/8	$ 1,995.00	20%		$ 188.25
Meals Plus Online Payments	1	$ 0.00			$ 0.00
SOFTWARE SUBTOTAL					$ 1,784.25
SALES TAX					**N/A**
TOTAL					**$ 1,784.25**

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APPENDIX – INDIVIDUAL SITE PRICING 2018-2019

(NOTE: PRICING PROVIDED AS REFERENCE ONLY. MPS WILL RECEIVE A SINGLE INVOICE FOR ALL SITES)

DESCRIPTION	QUANTITY	UNIT PRICE			COST
Meals Plus Free & Reduced Management Software: Software license extends to all 8 school sites, central office, and up to 7 additional future growth sites	1/8	$ 3,995.00	20%	$	399.50
SOFTWARE SUBTOTAL				**$**	**399.50**
Meals Plus Remote Installation / Configuration: Includes (2) Certified Trainers conducting onsite training and Go-Live Support for 3 days	1/8	$ 5,995.00		$	749.38
Meals Plus Web Training / Configuration	1/8	$ 500.00		$	62.50
Meals Plus Travel: Includes Airfare from NC-LAX / Hotel / Rental Car	1/8	$ 2,000.00		$	250.00
SERVICES SUBTOTAL				**$**	**1,061.88**
Meals Plus Point of Sale Annual Support: Includes Central Office Software Support	1	$ 350.00		$	350.00
Meals Plus Student Eligibility Annual Support: Includes Central Office Support	1/8	$ 925.00		$	115.62
Meals Plus Online Application Annual Support: Includes Central Office Support	1/8	$ 1,295.00		$	161.88
Meals Plus Accountability Annual Support: Includes Central Office Support	1/8	$ 465.00		$	58.13
Meals Plus Online Payment Annual Support	1/8	$ 0.00		$	0.00
Meals Plus Annual Support Initial Use Year DIscount	1			$	(465.63)
SUPPORT SUBTOTAL				**$**	**161.87**
SALES TAX				**N/A**	
TOTAL				**$ 1,623.25**	

Superior CAFETERIA MANAGEMENT TECHNOLOGY

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Cover Sheet

Approval of 2017-18 Schools in Action Contract

Section:	II. Consent Agenda
Item:	B. Approval of 2017-18 Schools in Action Contract
Purpose:	Vote
Submitted by:	
Related Material:	II B 2017-18 Schools in Action Contract.pdf

MAGNOLIA PUBLIC SCHOOLS
Board Of Directors

Board Agenda Item #	II B - Consent Agenda
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Agreement with Schools In Action for 2017-18

Proposed Board Recommendation

I move that the board approve the agreement with Schools In Action for 2017-18.

Background

In order to be in compliance with National School Lunch Program and School Breakfast Program, MPS has contracted with Schools in Action Charter School for the following services:
• Complete audit of each school's current lunch program processes through an on-site monitoring review as well as ongoing compliance oversight.
• Set up under our processing using Meal Time with training and support.
• Accurate and timely monthly lunch claim form submission and reimbursement.
 We are asking the board to approve a contract with Schools In Action for the 2017-18 school year so that there is no interruption student meal program reporting and reimbursements.

Budget Implications

The cost of these services are: • Annual Audit Fee: $500.00 (down from $750)-due upon execution and yearly renewal of agreement • Per Pupil Fee: $2.75 (down from $3.00) -per student participating in lunch program on monthly average, due within 30 days of invoicing (Free and Reduced eligibility)

Eight of our schools have budgeted this cost since they will be part of the contract, with the exception of MSA-5 and Bell, since the meal program at those two schools are managed by LAUSD.

MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683
P: (714) 892-5066 F: (714) 362-9588

MPS	Estimated Per Site 2017-18 Fees	Rough Estimate of Yearly Reimbursement after Admin Costs
Magnolia 1	$ 7,701.91	$ 259,787.66
Magnolia 2	$ 10,029.31	$ 288,850.32
Magnolia 3	$ 8,098.59	$ 310,662.37
Magnolia 4	$ 2,184.80	$ 74,547.57
Magnolia 6	$ 2,895.58	$ 107,100.80
Magnolia 7	$ 3,010.78	$ 75,067.19
Magnolia SA	$ 12,145.21	$ 372,513.80
Magnolia SD	$ 1,995.58	$ 47,999.38
TOTALS	**$ 48,061.75**	**$ 1,536.527.08**

Name of Staff Originator:

David Yilmaz (Chief Accountability Officer) and Lydiett Vega (Executive Office Manager)

Attachments

-Contracts for eight schools: MSA-1, 2, 3, 4, 6, 7, Santa Ana, and San Diego

1241 S Soto St. Suite 212, Los Angeles, CA 90023 | 323.266.4371

California Department of Education　　　　　　　　　　　　　　**School Nutrition Programs**
Nutrition Services Division　　　　　　　　　　　　　　　　　　**2017-2018**

FOOD SERVICE AGREEMENT

Administering Sponsor: **Schools in Action**	
Agreement Number:　　　　　2017-1	Vendor Number: 521800

Receiving Charter School: **Magnolia Science Academy # 1**	
Agreement Number: 2017-1	Vendor Number:

This Agreement, executed in duplicate and entered into on __7/1/2017_____ between **SCHOOLS IN ACTION**, hereinafter referred to as the **School Food Authority (SFA)**, and _____ **Magnolia Public Schools**_____ hereinafter referred to as [**Charter School**], is created for the purpose of the **SFA** representing the **Charter School** as the Child Nutrition Program "Sponsor".

It is hereby agreed that:

As a site under the **SFA's** child nutrition program agreement(s), the **Charter School** will provide meals to enrolled students under the (check all that apply):

☑National School Lunch Program
☑ School Breakfast Program
☐Meal Supplements in the National School Lunch Program

(1)　The **SFA** will include all participating sites from the **Charter School** in its application/agreement with the California Department of Education (CDE).

(2)　The **SFA** will represent the **Charter School** as the Child Nutrition Program "Sponsor" and will

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SCHOOLS IN ACTION

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claim reimbursement from the CDE for all meals served to participating children enrolled in the **Charter School**. Reimbursement will be claimed at the rate of one breakfast/lunch/snack per child per day, only for complete meals/snacks counted at the point of service, and according to each child's eligibility category.

(3) The **Charter School** will provide to the **SFA** by the 5th day of each month daily meal count records for the **SFA's** use in claiming reimbursement. The **Charter School** understands that failure to submit daily meal count records may result in loss of reimbursement to the **Charter School.**

(4) The **SFA** will distribute the child nutrition program reimbursement funds to the **Charter School** within 15 days of its receipt from the CDE.

(5) The **SFA** and the **Charter School** will ensure that all reimbursement funds and other Program revenues are utilized solely for the operation and improvement of the school food service program. The **Charter School** will maintain an accounting system that clearly documents the receipt and use of program revenues.

(6) The **Charter School** will provide to the **SFA** by the 5th day of each month copies of all records pertaining to the receipt and distribution of all Program revenues. The **SFA** will retain these records for a period of not less than 3 years, including current year, in accordance with their agreement with the CDE.

(7) The **Charter School** will distribute and accept Free and Reduced Price Meal applications to all households. The **Charter School** will process and updated the Eligibility Roster with the eligibility status as soon as possible.

(8) The **Charter School** will review and approve all Free and Reduced Price Meal applications within 10 days of receipt.

(9) The **Charter School** will designate a Fair Hearing Officer in order to collect any concerns from parents and guardians regarding their eligibility.

(10) The **Charter School** will perform the point of service meal counts utilizing the *Meal Time* software

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SCHOOLS IN ACTION

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recommended or another approved means. The **SFA** will provide training as necessary to **Charter School** staff regarding point-of-service meal counts and completion of all required documents.

(11) The **Charter School** will perform the required daily and monthly edit checks.

(12) The **SFA** will assist the **Charter School** in computing their Paid Lunch Equity amount.

(13) The **SFA** will maintain Errors and Omissions Coverage for its role as the Sponsor.

(14) The **SFA** will reimburse the CDE for over-claims and other fiscal sanctions imposed by the CDE resulting from errors identified during audits and/or reviews.

(15) The **Charter School** will ultimately be responsible for meal count and claiming accountability and will assume financial responsibility for any over-claims or other program exceptions identified during a review or audit, and promptly reimburse the **SFA** accordingly.

(16) The **Charter School** will perform the meal eligibility verification process and will notify the **SFA** of its findings. The **SFA** will submit report to CNIPS.

(17) The **SFA** will conduct one Site Monitoring visit with participation from the **Charter School** to ensure compliance of all regulations and procedures.

(18) The **Charter School** will conduct all federally required procurement processes and approve vendor(s) to provide meals to the **Charter School** that comply with the nutrition standards established by the United States Department of Agriculture for the Nutrient Standard menu planning option.

(19) The **Charter School** will provide copies of the meal vendor agreement to the **SFA**.

(20) The **Charter School** will notify the vendor of the number of meals/snacks needed no later than the time indicated on the vendor/charter school agreement each day. The **Charter School** will be obligated to accept and pay for the number of meals requested except that the **Charter School** may not accept meals that are spoiled or unwholesome at time of delivery and will ensure that those

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SCHOOLS IN ACTION

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meals are not included in invoices from the vendor.

(21) The **Charter School** will be responsible for payment to the meal vendors.

(22) The **Charter School** will be responsible for maintaining the proper temperature of the meals/snacks post delivery.

(23) The **Charter School** will make vendor equipment/property ready for pickup on a basis indicated in the vendor/charter school agreement.

(24) The gift or exchange of commodities is not permitted. Until students are served a meal/snack, all commodities remain the property of the **SFA.**

(25) The **Charter School** will comply with all mandatory training and certification requirements including, but not limited to annual health certification of each site, completion of CDE food handler training, and yearly **SFA** training.

(26) The **Charter School** will indemnify and hold the **SFA** and its officers, employees, and agents harmless from any claims or liability relating to the preparation, transportation, storage, or delivery of food.

(27) The **Charter School** will pay the **SFA** a Non-Refundable, Annual Audit Fee and Per Pupil Fee as delineated below:

The cost of these services is:

➢ Annual Audit Fee: $500.00   -due upon execution and yearly renewal of agreement
➢ Per Pupil Fee: $2.75   -per student participating in lunch program, per monthly average, due within 30 days of invoicing (Free & Reduced eligibility)
➢ Per Pupil Fee: $0.75   -per student participating in lunch program on monthly average, due within 30 days of

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SCHOOLS IN ACTION

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Invoicing (Paid eligibility)

(28) The **Charter School** if interested will acquire directly from any meal count system provider the Point of Sale software and hardware to be implemented in accurate and efficient monitoring of the school lunch program.

(29) The **Charter School** will keep and maintain liability insurance, including extended coverage for product liability in an amount no less than $5 million for each occurrence and will provide the **SFA** with a certificate evidencing insurance in the amount, naming the **SFA** as an additional insured and specifying that the coverage will not be canceled or modified without 30 days prior written notice to the **SFA**.

(30) Both parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of National School Lunch Program and/or School Breakfast Program meals, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals, and nondiscrimination. All records maintained by both parties shall be open and available to inspection by Federal, State, and local authorities in accordance with applicable statutes and regulations.

(31) All business and information relating to the execution of this agreement and the services thereof, including kitchen visitations, will be directed to the Meal Program Manager, **SFA**.

(32) The estimated amount of administrative fees that will be paid to the **SFA** for the 2017-18 school year is _**$7,201.91**_, and the estimated amount of reimbursement from the CDE to the **Charter School** after the administrative fees are paid is __**$259,787.66**_____. These estimated amounts are based on average meal counts provided by the **Charter School**. *The actual amount paid to the SFA and/or the amount of the reimbursement may be higher or lower depending on the amount of students participating in the program and the amount of meals claimed.*

Once site addition is approved by the California Department of Education, this agreement is permanent and automatically renewable each year. Either party may terminate this agreement for cause upon thirty days written notice or in a mutually agreeable time frame. Notice of termination will be provided in writing to both parties and to the California Department of Education, Nutrition Services Division.

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SCHOOLS IN ACTION

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Name and Title of SFA Official **Glenda Alemán, Executive Director**	Telephone Number (323) 266-4371 x1009
Signature of SFA Official	Date
Name and Title of Receiving Charter School Official Dr. Caprice Young, CEO & Superintendent	Telephone Number (213) 628-3464
Signature of Receiving Charter School Official	Date

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California Department of Education
Nutrition Services Division

School Nutrition Programs
2017-2018

FOOD SERVICE AGREEMENT

Administering Sponsor: **Schools in Action**	
Agreement Number: 2017-2	Vendor Number: 521800

Receiving Charter School: **Magnolia Science Academy # 2**	
Agreement Number: 2017-2	Vendor Number:

This Agreement, executed in duplicate and entered into on __7/1/2017_____ between **SCHOOLS IN ACTION**, hereinafter referred to as the **School Food Authority (SFA)**, and _____ **Magnolia Public Schools**_____ hereinafter referred to as [**Charter School**], is created for the purpose of the **SFA** representing the **Charter School** as the Child Nutrition Program "Sponsor".

It is hereby agreed that:

As a site under the **SFA's** child nutrition program agreement(s), the **Charter School** will provide meals to enrolled students under the (check all that apply):

☑National School Lunch Program
☑ School Breakfast Program
☐ Meal Supplements in the National School Lunch Program

(1)   The **SFA** will include all participating sites from the **Charter School** in its application/agreement with the California Department of Education (CDE).

(2)   The **SFA** will represent the **Charter School** as the Child Nutrition Program "Sponsor" and will

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SCHOOLS IN ACTION

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claim reimbursement from the CDE for all meals served to participating children enrolled in the **Charter School**. Reimbursement will be claimed at the rate of one breakfast/lunch/snack per child per day, only for complete meals/snacks counted at the point of service, and according to each child's eligibility category.

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SCHOOLS IN ACTION

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(18) The **Charter School** will conduct all federally required procurement processes and approve vendor(s) to provide meals to the **Charter School** that comply with the nutrition standards established by the United States Department of Agriculture for the Nutrient Standard menu planning option.

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(20) The **Charter School** will notify the vendor of the number of meals/snacks needed no later than the time indicated on the vendor/charter school agreement each day. The **Charter School** will be obligated to accept and pay for the number of meals requested except that the **Charter School** may not accept meals that are spoiled or unwholesome at time of delivery and will ensure that those

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SCHOOLS IN ACTION

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(27) The **Charter School** will pay the **SFA** a Non-Refundable, Annual Audit Fee and Per Pupil Fee as delineated below:

The cost of these services is:

> ➢ Annual Audit Fee: $500.00   -due upon execution and yearly renewal of agreement
> ➢ Per Pupil Fee: $2.75   -per student participating in lunch program, per monthly average, due within 30 days of invoicing (Free & Reduced eligibility)
> ➢ Per Pupil Fee: $0.75   -per student participating in lunch program on monthly average, due within 30 days of

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SCHOOLS IN ACTION

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Invoicing (Paid eligibility)

(28) The **Charter School** if interested will acquire directly from any meal count system provider the Point of Sale software and hardware to be implemented in accurate and efficient monitoring of the school lunch program.

(29) The **Charter School** will keep and maintain liability insurance, including extended coverage for product liability in an amount no less than $5 million for each occurrence and will provide the **SFA** with a certificate evidencing insurance in the amount, naming the **SFA** as an additional insured and specifying that the coverage will not be canceled or modified without 30 days prior written notice to the **SFA**.

(30) Both parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of National School Lunch Program and/or School Breakfast Program meals, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals, and nondiscrimination. All records maintained by both parties shall be open and available to inspection by Federal, State, and local authorities in accordance with applicable statutes and regulations.

(31) All business and information relating to the execution of this agreement and the services thereof, including kitchen visitations, will be directed to the Meal Program Manager, **SFA**.

(32) The estimated amount of administrative fees that will be paid to the **SFA** for the 2017-18 school year is _**$9,529.31**__, and the estimated amount of reimbursement from the CDE to the **Charter School** after the administrative fees are paid is __**$310,662.37**_____. These estimated amounts are based on average meal counts provided by the **Charter School**. *The actual amount paid to the SFA and/or the amount of the reimbursement may be higher or lower depending on the amount of students participating in the program and the amount of meals claimed.*

Once site addition is approved by the California Department of Education, this agreement is permanent and automatically renewable each year. Either party may terminate this agreement for cause upon thirty days written notice or in a mutually agreeable time frame. Notice of termination will be provided in writing to both parties and to the California Department of Education, Nutrition Services Division.

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SCHOOLS IN ACTION

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Name and Title of SFA Official **Glenda Alemán, Executive Director**	Telephone Number (323) 266-4371 x1009
Signature of SFA Official	Date
Name and Title of Receiving Charter School Official **Dr. Caprice Young, CEO & Superintendent**	Telephone Number (213) 628-3464
Signature of Receiving Charter School Official	Date

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SCHOOLS IN ACTION

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California Department of Education **Nutrition Services Division**	**School Nutrition Programs** **2017-2018**

FOOD SERVICE AGREEMENT

Administering Sponsor: **Schools in Action**	
Agreement Number: 2017-3	Vendor Number: 521800

Receiving Charter School: **Magnolia Science Academy # 3**	
Agreement Number: 2017-3	Vendor Number:

This Agreement, executed in duplicate and entered into on __7/1/2017_____ between **SCHOOLS IN ACTION**, hereinafter referred to as the **School Food Authority (SFA)**, and _____ **Magnolia Public Schools_____** hereinafter referred to as [**Charter School**], is created for the purpose of the **SFA** representing the **Charter School** as the Child Nutrition Program "Sponsor".

It is hereby agreed that:

As a site under the **SFA's** child nutrition program agreement(s), the **Charter School** will provide meals to enrolled students under the (check all that apply):

☑National School Lunch Program
☑ School Breakfast Program
☐ Meal Supplements in the National School Lunch Program

(1)   The **SFA** will include all participating sites from the **Charter School** in its application/agreement with the California Department of Education (CDE).

(2)   The **SFA** will represent the **Charter School** as the Child Nutrition Program "Sponsor" and will

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SCHOOLS IN ACTION

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claim reimbursement from the CDE for all meals served to participating children enrolled in the **Charter School**. Reimbursement will be claimed at the rate of one breakfast/lunch/snack per child per day, only for complete meals/snacks counted at the point of service, and according to each child's eligibility category.

(3)   The **Charter School** will provide to the **SFA** by the 5th day of each month daily meal count records for the **SFA's** use in claiming reimbursement. The **Charter School** understands that failure to submit daily meal count records may result in loss of reimbursement to the **Charter School.**

(4)   The **SFA** will distribute the child nutrition program reimbursement funds to the **Charter School** within 15 days of its receipt from the CDE.

(5)   The **SFA** and the **Charter School** will ensure that all reimbursement funds and other Program revenues are utilized solely for the operation and improvement of the school food service program. The **Charter School** will maintain an accounting system that clearly documents the receipt and use of program revenues.

(6)   The **Charter School** will provide to the **SFA** by the 5th day of each month copies of all records pertaining to the receipt and distribution of all Program revenues. The **SFA** will retain these records for a period of not less than 3 years, including current year, in accordance with their agreement with the CDE.

(7)   The **Charter School** will distribute and accept Free and Reduced Price Meal applications to all households. The **Charter School** will process and updated the Eligibility Roster with the eligibility status as soon as possible.

(8)   The **Charter School** will review and approve all Free and Reduced Price Meal applications within 10 days of receipt.

(9)   The **Charter School** will designate a Fair Hearing Officer in order to collect any concerns from parents and guardians regarding their eligibility.

(10) The **Charter School** will perform the point of service meal counts utilizing the *Meal Time* software

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recommended or another approved means. The **SFA** will provide training as necessary to **Charter School** staff regarding point-of-service meal counts and completion of all required documents.

(11) The **Charter School** will perform the required daily and monthly edit checks.

(12) The **SFA** will assist the **Charter School** in computing their Paid Lunch Equity amount.

(13) The **SFA** will maintain Errors and Omissions Coverage for its role as the Sponsor.

(14) The **SFA** will reimburse the CDE for over-claims and other fiscal sanctions imposed by the CDE resulting from errors identified during audits and/or reviews.

(15) The **Charter School** will ultimately be responsible for meal count and claiming accountability and will assume financial responsibility for any over-claims or other program exceptions identified during a review or audit, and promptly reimburse the **SFA** accordingly.

(16) The **Charter School** will perform the meal eligibility verification process and will notify the **SFA** of its findings. The **SFA** will submit report to CNIPS.

(17) The **SFA** will conduct one Site Monitoring visit with participation from the **Charter School** to ensure compliance of all regulations and procedures.

(18) The **Charter School** will conduct all federally required procurement processes and approve vendor(s) to provide meals to the **Charter School** that comply with the nutrition standards established by the United States Department of Agriculture for the Nutrient Standard menu planning option.

(19) The **Charter School** will provide copies of the meal vendor agreement to the **SFA**.

(20) The **Charter School** will notify the vendor of the number of meals/snacks needed no later than the time indicated on the vendor/charter school agreement each day. The **Charter School** will be obligated to accept and pay for the number of meals requested except that the **Charter School** may not accept meals that are spoiled or unwholesome at time of delivery and will ensure that those

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meals are not included in invoices from the vendor.

(21) The **Charter School** will be responsible for payment to the meal vendors.

(22) The **Charter School** will be responsible for maintaining the proper temperature of the meals/snacks post delivery.

(23) The **Charter School** will make vendor equipment/property ready for pickup on a basis indicated in the vendor/charter school agreement.

(24) The gift or exchange of commodities is not permitted. Until students are served a meal/snack, all commodities remain the property of the **SFA.**

(25) The **Charter School** will comply with all mandatory training and certification requirements including, but not limited to annual health certification of each site, completion of CDE food handler training, and yearly **SFA** training.

(26) The **Charter School** will indemnify and hold the **SFA** and its officers, employees, and agents harmless from any claims or liability relating to the preparation, transportation, storage, or delivery of food.

(27) The **Charter School** will pay the **SFA** a Non-Refundable, Annual Audit Fee and Per Pupil Fee as delineated below:

The cost of these services is:

➢ Annual Audit Fee: $500.00 -due upon execution and yearly renewal of agreement
➢ Per Pupil Fee: $2.75 -per student participating in lunch program, per monthly average, due within 30 days of invoicing (Free & Reduced eligibility)
➢ Per Pupil Fee: $0.75 -per student participating in lunch program on monthly average, due within 30 days of

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Invoicing (Paid eligibility)

(28) The **Charter School** if interested will acquire directly from any meal count system provider the Point of Sale software and hardware to be implemented in accurate and efficient monitoring of the school lunch program.

(29) The **Charter School** will keep and maintain liability insurance, including extended coverage for product liability in an amount no less than $5 million for each occurrence and will provide the **SFA** with a certificate evidencing insurance in the amount, naming the **SFA** as an additional insured and specifying that the coverage will not be canceled or modified without 30 days prior written notice to the **SFA**.

(30) Both parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of National School Lunch Program and/or School Breakfast Program meals, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals, and nondiscrimination. All records maintained by both parties shall be open and available to inspection by Federal, State, and local authorities in accordance with applicable statutes and regulations.

(31) All business and information relating to the execution of this agreement and the services thereof, including kitchen visitations, will be directed to the Meal Program Manager, **SFA**.

(32) The estimated amount of administrative fees that will be paid to the **SFA** for the 2017-18 school year is _**$7,598.59**__, and the estimated amount of reimbursement from the CDE to the **Charter School** after the administrative fees are paid is __**$310,662.37**_____. These estimated amounts are based on average meal counts provided by the **Charter School**. *The actual amount paid to the SFA and/or the amount of the reimbursement may be higher or lower depending on the amount of students participating in the program and the amount of meals claimed.*

Once site addition is approved by the California Department of Education, this agreement is permanent and automatically renewable each year. Either party may terminate this agreement for cause upon thirty days written notice or in a mutually agreeable time frame. Notice of termination will be provided in writing to both parties and to the California Department of Education, Nutrition Services Division.

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SCHOOLS IN ACTION

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Name and Title of SFA Official **Glenda Alemán, Executive Director**	Telephone Number (323) 266-4371 x1009
Signature of SFA Official	Date
Name and Title of Receiving Charter School Official **Dr. Caprice Young, CEO & Superintendent**	Telephone Number (213) 628-3464
Signature of Receiving Charter School Official	Date

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California Department of Education   **School Nutrition Programs**
Nutrition Services Division   **2017-2018**

FOOD SERVICE AGREEMENT

Administering Sponsor: **Schools in Action**	
Agreement Number: 2017-4	Vendor Number: 521800

Receiving Charter School: **Magnolia Science Academy # 4**	
Agreement Number: 2017-4	Vendor Number:

This Agreement, executed in duplicate and entered into on __7/1/2017_____ between **SCHOOLS IN ACTION**, hereinafter referred to as the **School Food Authority (SFA)**, and _____ **Magnolia Public Schools_____** hereinafter referred to as [**Charter School**], is created for the purpose of the **SFA** representing the **Charter School** as the Child Nutrition Program "Sponsor".

It is hereby agreed that:

As a site under the **SFA's** child nutrition program agreement(s), the **Charter School** will provide meals to enrolled students under the (check all that apply):

    ☑National School Lunch Program
    ☑ School Breakfast Program
    ☐ Meal Supplements in the National School Lunch Program

(1)   The **SFA** will include all participating sites from the **Charter School** in its application/agreement with the California Department of Education (CDE).

(2)   The **SFA** will represent the **Charter School** as the Child Nutrition Program "Sponsor" and will

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SCHOOLS IN ACTION

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claim reimbursement from the CDE for all meals served to participating children enrolled in the **Charter School**. Reimbursement will be claimed at the rate of one breakfast/lunch/snack per child per day, only for complete meals/snacks counted at the point of service, and according to each child's eligibility category.

(3)   The **Charter School** will provide to the **SFA** by the 5th day of each month daily meal count records for the **SFA's** use in claiming reimbursement. The **Charter School** understands that failure to submit daily meal count records may result in loss of reimbursement to the **Charter School.**

(4)   The **SFA** will distribute the child nutrition program reimbursement funds to the **Charter School** within 15 days of its receipt from the CDE.

(5)   The **SFA** and the **Charter School** will ensure that all reimbursement funds and other Program revenues are utilized solely for the operation and improvement of the school food service program. The **Charter School** will maintain an accounting system that clearly documents the receipt and use of program revenues.

(6)   The **Charter School** will provide to the **SFA** by the 5th day of each month copies of all records pertaining to the receipt and distribution of all Program revenues. The **SFA** will retain these records for a period of not less than 3 years, including current year, in accordance with their agreement with the CDE.

(7)   The **Charter School** will distribute and accept Free and Reduced Price Meal applications to all households. The **Charter School** will process and updated the Eligibility Roster with the eligibility status as soon as possible.

(8)   The **Charter School** will review and approve all Free and Reduced Price Meal applications within 10 days of receipt.

(9)   The **Charter School** will designate a Fair Hearing Officer in order to collect any concerns from parents and guardians regarding their eligibility.

(10) The **Charter School** will perform the point of service meal counts utilizing the *Meal Time* software

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recommended or another approved means. The **SFA** will provide training as necessary to **Charter School** staff regarding point-of-service meal counts and completion of all required documents.

(11) The **Charter School** will perform the required daily and monthly edit checks.

(12) The **SFA** will assist the **Charter School** in computing their Paid Lunch Equity amount.

(13) The **SFA** will maintain Errors and Omissions Coverage for its role as the Sponsor.

(14) The **SFA** will reimburse the CDE for over-claims and other fiscal sanctions imposed by the CDE resulting from errors identified during audits and/or reviews.

(15) The **Charter School** will ultimately be responsible for meal count and claiming accountability and will assume financial responsibility for any over-claims or other program exceptions identified during a review or audit, and promptly reimburse the **SFA** accordingly.

(16) The **Charter School** will perform the meal eligibility verification process and will notify the **SFA** of its findings. The **SFA** will submit report to CNIPS.

(17) The **SFA** will conduct one Site Monitoring visit with participation from the **Charter School** to ensure compliance of all regulations and procedures.

(18) The **Charter School** will conduct all federally required procurement processes and approve vendor(s) to provide meals to the **Charter School** that comply with the nutrition standards established by the United States Department of Agriculture for the Nutrient Standard menu planning option.

(19) The **Charter School** will provide copies of the meal vendor agreement to the **SFA**.

(20) The **Charter School** will notify the vendor of the number of meals/snacks needed no later than the time indicated on the vendor/charter school agreement each day. The **Charter School** will be obligated to accept and pay for the number of meals requested except that the **Charter School** may not accept meals that are spoiled or unwholesome at time of delivery and will ensure that those

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meals are not included in invoices from the vendor.

(21) The **Charter School** will be responsible for payment to the meal vendors.

(22) The **Charter School** will be responsible for maintaining the proper temperature of the meals/snacks post delivery.

(23) The **Charter School** will make vendor equipment/property ready for pickup on a basis indicated in the vendor/charter school agreement.

(24) The gift or exchange of commodities is not permitted. Until students are served a meal/snack, all commodities remain the property of the **SFA.**

(25) The **Charter School** will comply with all mandatory training and certification requirements including, but not limited to annual health certification of each site, completion of CDE food handler training, and yearly **SFA** training.

(26) The **Charter School** will indemnify and hold the **SFA** and its officers, employees, and agents harmless from any claims or liability relating to the preparation, transportation, storage, or delivery of food.

(27) The **Charter School** will pay the **SFA** a Non-Refundable, Annual Audit Fee and Per Pupil Fee as delineated below:

The cost of these services is:

➢ Annual Audit Fee: $500.00   -due upon execution and yearly renewal of agreement
➢ Per Pupil Fee: $2.75   -per student participating in lunch program, per monthly average, due within 30 days of invoicing (Free & Reduced eligibility)
➢ Per Pupil Fee: $0.75   -per student participating in lunch program on monthly average, due within 30 days of

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Invoicing (Paid eligibility)

(28) The **Charter School** if interested will acquire directly from any meal count system provider the Point of Sale software and hardware to be implemented in accurate and efficient monitoring of the school lunch program.

(29) The **Charter School** will keep and maintain liability insurance, including extended coverage for product liability in an amount no less than $5 million for each occurrence and will provide the **SFA** with a certificate evidencing insurance in the amount, naming the **SFA** as an additional insured and specifying that the coverage will not be canceled or modified without 30 days prior written notice to the **SFA**.

(30) Both parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of National School Lunch Program and/or School Breakfast Program meals, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals, and nondiscrimination. All records maintained by both parties shall be open and available to inspection by Federal, State, and local authorities in accordance with applicable statutes and regulations.

(31) All business and information relating to the execution of this agreement and the services thereof, including kitchen visitations, will be directed to the Meal Program Manager, **SFA**.

(32) The estimated amount of administrative fees that will be paid to the **SFA** for the 2017-18 school year is _**$1,684.80**_, and the estimated amount of reimbursement from the CDE to the **Charter School** after the administrative fees are paid is __**$74,547.57**_____. These estimated amounts are based on average meal counts provided by the **Charter School**. *The actual amount paid to the SFA and/or the amount of the reimbursement may be higher or lower depending on the amount of students participating in the program and the amount of meals claimed.*

Once site addition is approved by the California Department of Education, this agreement is permanent and automatically renewable each year. Either party may terminate this agreement for cause upon thirty days written notice or in a mutually agreeable time frame. Notice of termination will be provided in writing to both parties and to the California Department of Education, Nutrition Services Division.

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SCHOOLS IN ACTION

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Name and Title of SFA Official **Glenda Alemán, Executive Director**	Telephone Number (323) 266-4371 x1009
Signature of SFA Official	Date
Name and Title of Receiving Charter School Official **Dr. Caprice Young, CEO & Superintendent**	Telephone Number (213) 628-3464
Signature of Receiving Charter School Official	Date

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SCHOOLS IN ACTION

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California Department of Education   **School Nutrition Programs**
Nutrition Services Division   **2017-2018**

FOOD SERVICE AGREEMENT

Administering Sponsor: **Schools in Action**	
Agreement Number: 2017-6	Vendor Number: 521800

Receiving Charter School: **Magnolia Science Academy # 6**	
Agreement Number: 2017-6	Vendor Number:

This Agreement, executed in duplicate and entered into on ____7/1/2017____ between **SCHOOLS IN ACTION**, hereinafter referred to as the **School Food Authority (SFA)**, and _____ **Magnolia Public Schools**_____ hereinafter referred to as [**Charter School**], is created for the purpose of the **SFA** representing the **Charter School** as the Child Nutrition Program "Sponsor".

It is hereby agreed that:

As a site under the **SFA's** child nutrition program agreement(s), the **Charter School** will provide meals to enrolled students under the (check all that apply):

☑National School Lunch Program
☑ School Breakfast Program
☐ Meal Supplements in the National School Lunch Program

(1)   The **SFA** will include all participating sites from the **Charter School** in its application/agreement with the California Department of Education (CDE).

(2)   The **SFA** will represent the **Charter School** as the Child Nutrition Program "Sponsor" and will

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claim reimbursement from the CDE for all meals served to participating children enrolled in the **Charter School**. Reimbursement will be claimed at the rate of one breakfast/lunch/snack per child per day, only for complete meals/snacks counted at the point of service, and according to each child's eligibility category.

(3) The **Charter School** will provide to the **SFA** by the 5th day of each month daily meal count records for the **SFA's** use in claiming reimbursement. The **Charter School** understands that failure to submit daily meal count records may result in loss of reimbursement to the **Charter School.**

(4) The **SFA** will distribute the child nutrition program reimbursement funds to the **Charter School** within 15 days of its receipt from the CDE.

(5) The **SFA** and the **Charter School** will ensure that all reimbursement funds and other Program revenues are utilized solely for the operation and improvement of the school food service program. The **Charter School** will maintain an accounting system that clearly documents the receipt and use of program revenues.

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(8) The **Charter School** will review and approve all Free and Reduced Price Meal applications within 10 days of receipt.

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recommended or another approved means. The **SFA** will provide training as necessary to **Charter School** staff regarding point-of-service meal counts and completion of all required documents.

(11) The **Charter School** will perform the required daily and monthly edit checks.

(12) The **SFA** will assist the **Charter School** in computing their Paid Lunch Equity amount.

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(20) The **Charter School** will notify the vendor of the number of meals/snacks needed no later than the time indicated on the vendor/charter school agreement each day. The **Charter School** will be obligated to accept and pay for the number of meals requested except that the **Charter School** may not accept meals that are spoiled or unwholesome at time of delivery and will ensure that those

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The cost of these services is:

➢ Annual Audit Fee: $500.00   -due upon execution and yearly renewal of agreement

➢ Per Pupil Fee: $2.75   -per student participating in lunch program, per monthly average, due within 30 days of invoicing (Free & Reduced eligibility)

➢ Per Pupil Fee: $0.75   -per student participating in lunch program on monthly average, due within 30 days of

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SCHOOLS IN ACTION

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Invoicing (Paid eligibility)

(28) The **Charter School** if interested will acquire directly from any meal count system provider the Point of Sale software and hardware to be implemented in accurate and efficient monitoring of the school lunch program.

(29) The **Charter School** will keep and maintain liability insurance, including extended coverage for product liability in an amount no less than $5 million for each occurrence and will provide the **SFA** with a certificate evidencing insurance in the amount, naming the **SFA** as an additional insured and specifying that the coverage will not be canceled or modified without 30 days prior written notice to the **SFA**.

(30) Both parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of National School Lunch Program and/or School Breakfast Program meals, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals, and nondiscrimination. All records maintained by both parties shall be open and available to inspection by Federal, State, and local authorities in accordance with applicable statutes and regulations.

(31) All business and information relating to the execution of this agreement and the services thereof, including kitchen visitations, will be directed to the Meal Program Manager, **SFA**.

(32) The estimated amount of administrative fees that will be paid to the **SFA** for the 2017-18 school year is _**$2,395.58**_, and the estimated amount of reimbursement from the CDE to the **Charter School** after the administrative fees are paid is __**$107,100.80**_____. These estimated amounts are based on average meal counts provided by the **Charter School**. *The actual amount paid to the SFA and/or the amount of the reimbursement may be higher or lower depending on the amount of students participating in the program and the amount of meals claimed.*

Once site addition is approved by the California Department of Education, this agreement is permanent and automatically renewable each year. Either party may terminate this agreement for cause upon thirty days written notice or in a mutually agreeable time frame. Notice of termination will be provided in writing to both parties and to the California Department of Education, Nutrition Services Division.

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SCHOOLS IN ACTION

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Name and Title of SFA Official **Glenda Alemán, Executive Director**	Telephone Number (323) 266-4371 x1009
Signature of SFA Official	Date
Name and Title of Receiving Charter School Official **Dr. Caprice Young, CEO & Superintendent**	Telephone Number (213) 628-3464
Signature of Receiving Charter School Official	Date

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SCHOOLS
IN ACTION

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California Department of Education
Nutrition Services Division

School Nutrition Programs
2017-2018

FOOD SERVICE AGREEMENT

Administering Sponsor: **Schools in Action**	
Agreement Number: 2017-7	Vendor Number: 521800

Receiving Charter School: **Magnolia Science Academy #7**	
Agreement Number: 2017-7	Vendor Number:

This Agreement, executed in duplicate and entered into on __7/1/2017_____ between **SCHOOLS IN ACTION**, hereinafter referred to as the **School Food Authority (SFA)**, and _____ **Magnolia Public Schools_____** hereinafter referred to as [**Charter School**], is created for the purpose of the **SFA** representing the **Charter School** as the Child Nutrition Program "Sponsor".

It is hereby agreed that:

As a site under the **SFA's** child nutrition program agreement(s), the **Charter School** will provide meals to enrolled students under the (check all that apply):

☑National School Lunch Program
☑ School Breakfast Program
☐ Meal Supplements in the National School Lunch Program

(1) The **SFA** will include all participating sites from the **Charter School** in its application/agreement with the California Department of Education (CDE).

(2) The **SFA** will represent the **Charter School** as the Child Nutrition Program "Sponsor" and will

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SCHOOLS IN ACTION

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claim reimbursement from the CDE for all meals served to participating children enrolled in the **Charter School**. Reimbursement will be claimed at the rate of one breakfast/lunch/snack per child per day, only for complete meals/snacks counted at the point of service, and according to each child's eligibility category.

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SCHOOLS IN ACTION

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meals are not included in invoices from the vendor.

(21) The **Charter School** will be responsible for payment to the meal vendors.

(22) The **Charter School** will be responsible for maintaining the proper temperature of the meals/snacks post delivery.

(23) The **Charter School** will make vendor equipment/property ready for pickup on a basis indicated in the vendor/charter school agreement.

(24) The gift or exchange of commodities is not permitted. Until students are served a meal/snack, all commodities remain the property of the **SFA.**

(25) The **Charter School** will comply with all mandatory training and certification requirements including, but not limited to annual health certification of each site, completion of CDE food handler training, and yearly **SFA** training.

(26) The **Charter School** will indemnify and hold the **SFA** and its officers, employees, and agents harmless from any claims or liability relating to the preparation, transportation, storage, or delivery of food.

(27) The **Charter School** will pay the **SFA** a Non-Refundable, Annual Audit Fee and Per Pupil Fee as delineated below:

The cost of these services is:

➢ Annual Audit Fee: $500.00 -due upon execution and yearly renewal of agreement
➢ Per Pupil Fee: $2.75 -per student participating in lunch program, per monthly average, due within 30 days of invoicing (Free & Reduced eligibility)
➢ Per Pupil Fee: $0.75 -per student participating in lunch program on monthly average, due within 30 days of

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SCHOOLS IN ACTION

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Invoicing (Paid eligibility)

(28) The **Charter School** if interested will acquire directly from any meal count system provider the Point of Sale software and hardware to be implemented in accurate and efficient monitoring of the school lunch program.

(29) The **Charter School** will keep and maintain liability insurance, including extended coverage for product liability in an amount no less than $5 million for each occurrence and will provide the **SFA** with a certificate evidencing insurance in the amount, naming the **SFA** as an additional insured and specifying that the coverage will not be canceled or modified without 30 days prior written notice to the **SFA**.

(30) Both parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of National School Lunch Program and/or School Breakfast Program meals, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals, and nondiscrimination. All records maintained by both parties shall be open and available to inspection by Federal, State, and local authorities in accordance with applicable statutes and regulations.

(31) All business and information relating to the execution of this agreement and the services thereof, including kitchen visitations, will be directed to the Meal Program Manager, **SFA**.

(32) The estimated amount of administrative fees that will be paid to the **SFA** for the 2017-18 school year is _**$2,510.78**__, and the estimated amount of reimbursement from the CDE to the **Charter School** after the administrative fees are paid is __**$75,067.19**_____. These estimated amounts are based on average meal counts provided by the **Charter School**. *The actual amount paid to the SFA and/or the amount of the reimbursement may be higher or lower depending on the amount of students participating in the program and the amount of meals claimed.*

Once site addition is approved by the California Department of Education, this agreement is permanent and automatically renewable each year. Either party may terminate this agreement for cause upon thirty days written notice or in a mutually agreeable time frame. Notice of termination will be provided in writing to both parties and to the California Department of Education, Nutrition Services Division.

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SCHOOLS IN ACTION

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Name and Title of SFA Official **Glenda Alemán, Executive Director**	Telephone Number (323) 266-4371 x1009
Signature of SFA Official	Date
Name and Title of Receiving Charter School Official **Dr. Caprice Young, CEO & Superintendent**	Telephone Number (213) 628-3464
Signature of Receiving Charter School Official	Date

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California Department of Education
Nutrition Services Division

School Nutrition Programs
2017-2018

FOOD SERVICE AGREEMENT

Administering Sponsor: **Schools in Action**	
Agreement Number: 2017-9	Vendor Number: 521800

Receiving Charter School: **Magnolia Science Academy Santa Ana**	
Agreement Number: 2017-9	Vendor Number:

This Agreement, executed in duplicate and entered into on __7/1/2017___ between **SCHOOLS IN ACTION**, hereinafter referred to as the **School Food Authority (SFA)**, and _____ **Magnolia Public Schools_____** hereinafter referred to as [**Charter School**], is created for the purpose of the **SFA** representing the **Charter School** as the Child Nutrition Program "Sponsor".

It is hereby agreed that:

As a site under the **SFA's** child nutrition program agreement(s), the **Charter School** will provide meals to enrolled students under the (check all that apply):

☑National School Lunch Program
☑ School Breakfast Program
☐ Meal Supplements in the National School Lunch Program

(1)   The **SFA** will include all participating sites from the **Charter School** in its application/agreement with the California Department of Education (CDE).

(2)   The **SFA** will represent the **Charter School** as the Child Nutrition Program "Sponsor" and will

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SCHOOLS IN ACTION

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claim reimbursement from the CDE for all meals served to participating children enrolled in the **Charter School**. Reimbursement will be claimed at the rate of one breakfast/lunch/snack per child per day, only for complete meals/snacks counted at the point of service, and according to each child's eligibility category.

(3) The **Charter School** will provide to the **SFA** by the 5th day of each month daily meal count records for the **SFA's** use in claiming reimbursement. The **Charter School** understands that failure to submit daily meal count records may result in loss of reimbursement to the **Charter School.**

(4) The **SFA** will distribute the child nutrition program reimbursement funds to the **Charter School** within 15 days of its receipt from the CDE.

(5) The **SFA** and the **Charter School** will ensure that all reimbursement funds and other Program revenues are utilized solely for the operation and improvement of the school food service program. The **Charter School** will maintain an accounting system that clearly documents the receipt and use of program revenues.

(6) The **Charter School** will provide to the **SFA** by the 5th day of each month copies of all records pertaining to the receipt and distribution of all Program revenues. The **SFA** will retain these records for a period of not less than 3 years, including current year, in accordance with their agreement with the CDE.

(7) The **Charter School** will distribute and accept Free and Reduced Price Meal applications to all households. The **Charter School** will process and updated the Eligibility Roster with the eligibility status as soon as possible.

(8) The **Charter School** will review and approve all Free and Reduced Price Meal applications within 10 days of receipt.

(9) The **Charter School** will designate a Fair Hearing Officer in order to collect any concerns from parents and guardians regarding their eligibility.

(10) The **Charter School** will perform the point of service meal counts utilizing the *Meal Time* software

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recommended or another approved means. The **SFA** will provide training as necessary to **Charter School** staff regarding point-of-service meal counts and completion of all required documents.

(11) The **Charter School** will perform the required daily and monthly edit checks.

(12) The **SFA** will assist the **Charter School** in computing their Paid Lunch Equity amount.

(13) The **SFA** will maintain Errors and Omissions Coverage for its role as the Sponsor.

(14) The **SFA** will reimburse the CDE for over-claims and other fiscal sanctions imposed by the CDE resulting from errors identified during audits and/or reviews.

(15) The **Charter School** will ultimately be responsible for meal count and claiming accountability and will assume financial responsibility for any over-claims or other program exceptions identified during a review or audit, and promptly reimburse the **SFA** accordingly.

(16) The **Charter School** will perform the meal eligibility verification process and will notify the **SFA** of its findings. The **SFA** will submit report to CNIPS.

(17) The **SFA** will conduct one Site Monitoring visit with participation from the **Charter School** to ensure compliance of all regulations and procedures.

(18) The **Charter School** will conduct all federally required procurement processes and approve vendor(s) to provide meals to the **Charter School** that comply with the nutrition standards established by the United States Department of Agriculture for the Nutrient Standard menu planning option.

(19) The **Charter School** will provide copies of the meal vendor agreement to the **SFA**.

(20) The **Charter School** will notify the vendor of the number of meals/snacks needed no later than the time indicated on the vendor/charter school agreement each day. The **Charter School** will be obligated to accept and pay for the number of meals requested except that the **Charter School** may not accept meals that are spoiled or unwholesome at time of delivery and will ensure that those

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The cost of these services is:

➢ Annual Audit Fee: $500.00   -due upon execution and yearly renewal of agreement
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(30) Both parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of National School Lunch Program and/or School Breakfast Program meals, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals, and nondiscrimination. All records maintained by both parties shall be open and available to inspection by Federal, State, and local authorities in accordance with applicable statutes and regulations.

(31) All business and information relating to the execution of this agreement and the services thereof, including kitchen visitations, will be directed to the Meal Program Manager, **SFA**.

(32) The estimated amount of administrative fees that will be paid to the **SFA** for the 2017-18 school year is _**$11,645.21**__, and the estimated amount of reimbursement from the CDE to the **Charter School** after the administrative fees are paid is __**$372,513.80**_____. These estimated amounts are based on average meal counts provided by the **Charter School**. *The actual amount paid to the SFA and/or the amount of the reimbursement may be higher or lower depending on the amount of students participating in the program and the amount of meals claimed.*

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Name and Title of SFA Official **Glenda Alemán, Executive Director**	Telephone Number (323) 266-4371 x1009
Signature of SFA Official	Date
Name and Title of Receiving Charter School Official **Dr. Caprice Young, CEO & Superintendent**	Telephone Number (213) 628-3464
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California Department of Education
Nutrition Services Division

School Nutrition Programs
2017-2018

FOOD SERVICE AGREEMENT

Administering Sponsor: **Schools in Action**	
Agreement Number: 2017-8	Vendor Number: 521800

Receiving Charter School: **Magnolia Science Academy San Diego**	
Agreement Number: 2017-8	Vendor Number:

This Agreement, executed in duplicate and entered into on __7/1/2017___ between **SCHOOLS IN ACTION**, hereinafter referred to as the **School Food Authority (SFA)**, and _____ **Magnolia Public Schools**_____ hereinafter referred to as [**Charter School**], is created for the purpose of the **SFA** representing the **Charter School** as the Child Nutrition Program "Sponsor".

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(32) The estimated amount of administrative fees that will be paid to the **SFA** for the 2017-18 school year is _**$1,495.58**__, and the estimated amount of reimbursement from the CDE to the **Charter School** after the administrative fees are paid is __**$47,999.38**_____. These estimated amounts are based on average meal counts provided by the **Charter School**. *The actual amount paid to the SFA and/or the amount of the reimbursement may be higher or lower depending on the amount of students participating in the program and the amount of meals claimed.*

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Name and Title of SFA Official **Glenda Alemán, Executive Director**	Telephone Number (323) 266-4371 x1009
Signature of SFA Official	Date
Name and Title of Receiving Charter School Official **Dr. Caprice Young, CEO & Superintendent**	Telephone Number (213) 628-3464
Signature of Receiving Charter School Official	Date

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Cover Sheet

Approval of MSA-SA Furniture Due to Expansion of Enrollment

Section:	II. Consent Agenda
Item:	C. Approval of MSA-SA Furniture Due to Expansion of Enrollment
Purpose:	Vote
Submitted by:	
Related Material:	II C MSA-SA Furniture Purchase.pdf

Board Agenda Item #	Agenda II C – Action Item
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Erdinc Acar, Regional Director
RE:	MSA-SA Furniture Due to Expansion of Enrollment

Proposed Board Recommendation

I recommend that the board approve the purchase of furniture from Schooloutfitters for MSA-Santa Ana for FY 2017-18.

Background

MSA-SA will be increasing student enrollment from 639 to 812 in FY 2017-18. The main increases will be in grade 1st, 2nd and 3rd. To accommodate the expansion, new furniture is needed to furnish three empty classrooms and the learning center. MSA-SA received three quotes from established furniture vendors. Staff recommends Schooloutfitters' quote to be approved for the lowest cost and service record.

Budget Implications
MSA-SA allocated funds to cover this expense in the proposed 2017-18 budgets.

Founding Source
FY 2017-18 General Funds.

CFO Approval
Approved

How Does This Action Relate/Affect/Benefit All MSAs?
No perceived effect on other MSAs.

Name of Staff Originator:
Erdinc Acar, Regional Director

Attachments (3)
1. Hertz Furniture Quote
2. School Outfitters Quote
3. Office Depot Furniture Quote

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Quote Summary

Quote #: QUO1869805
Valid through: 06/21/2017

Bill to:
Magnolia Public Schools
Erdinç Acar
250 E 1st St
Suite 1500, Los Angeles CA 90012-3811 USA

Phone: 1 (213) 628-3634
Fax: 1 (714) 362-9588
Email: eracar@magnoliapublicschools.org

Ship to:
Magnolia Science Academy Santa Ana
Erdinç Acar
2840 W 1st St
Santa Ana CA 92703-4102 USA

Phone: 1 (213) 628-3634
Fax: 1 (714) 362-9588
Email: eracar@magnoliapublicschools.org

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
1.	SAN-BA30-361852	Steel Bookcase (36" W x 18" D x 52" H)	10	$387.25	54%	$179.22	$1,792.20
		Options: Bookcase – Red Bookcase Color (+ $0.00) **Estimated Delivery:** 12 business days after order confirmation					
2.	SAN-BA40-461872	Steel Bookcase (46" W x 18" D x 72" H)	6	$625.90	53%	$295.84	$1,775.04
		Options: Metal – Yellow - EY (+ $7.00) **Estimated Delivery:** 12 business days after order confirmation					
3.	NOR-88348-PK-SO	Glide Series Single Pedestal Mobile Teacher Desk	3	$539.84	36%	$342.88	$1,028.64
		Ships in 24 hours **Estimated Delivery:** 5 business days after order confirmation **PLEASE NOTE: BUNDLED ITEMS MAY SHIP SEPARATELY**					
4.	NOR-RCE2448C	Rectangle Adjustable-Height Activity Table (48" W x 24" D)	7	$140.00	38%	$87.18	$610.26
		Options: Top /Edge Band Combination – Gray Top/Blue Edge(-GBL) (+ $0.00) **Estimated Delivery:** 10 business days after order confirmation					

5.	NOR-RCEKD72C	Kidney Adjustable-Height Activity Table	6	$248.00	33%	$166.48	$998.88

Options:

Table Top/Edge Band – Gray NebulaTop/Red Edge(-GRD) (+ $0.00)

Estimated Delivery:

10 business days after order confirmation

6.	SFT-310	Ovation Series Task Chair	32	$334.00	73%	$91.64	$2,932.48

Options:

Chair – Tangerine (+ $0.00)

Estimated Delivery:

25 business days after order confirmation

7.	NOR-IAH1043-SO	Economy Mesh Back Task Chair w/o Arms	3	$87.00	33%	$58.68	$176.04

Ships in 24 hours

Estimated Delivery:

5 business days after order confirmation

8.	LNT-INM1032-SO	Boomerang Collaborative Desk w/ Wire Box	70	$315.00	64%	$113.89	$7,972.30

Options:

Desktop – Sugar Maple (+ $0.00)

Ships in 24 hours

Estimated Delivery:

5 business days after order confirmation

9.	LNT-116-CSW	Structure Series School Chair (16" Seat Height)	32	$90.00	71%	$26.07	$834.24

Options:

Chair – Navy (+ $0.00)

Estimated Delivery:

10 business days after order confirmation

10.	LNT-116-CSW	Structure Series School Chair (16" Seat Height)	140	$90.00	71%	$26.07	$3,649.80

Options:

Chair – Sky Blue (+ $0.00)

Estimated Delivery:

10 business days after order confirmation

11.	REG-LCTR42	Legacy Series Round Conference Table (42" Diameter)	1	$351.00	47%	$185.21	$185.21

Options:
Laminate – Mahogany-MH (+ $0.00)

Estimated Delivery:
8 business days after order confirmation

12.	NOR-YKS1872	Economy Storage Cabinet (36" W x 18" D x 72" H)	6	$418.00	44%	$235.08	$1,410.48

Options:
Cabinet – Dove Gray (+ $0.00)

Estimated Delivery:
12 business days after order confirmation

13.	NOR-NSCKS	Adjustable-Height Steel Computer Cart	10	$276.40	50%	$139.00	$1,390.00

Estimated Delivery:
8 business days after order confirmation

THIS ITEM IS NON-RETURNABLE

14.	LNT-INM1032-SO	Boomerang Collaborative Desk w/ Wire Box	100	$315.00	64%	$113.89	$11,389.00

Options:
Desktop – Sugar Maple (+ $0.00)

Ships in 24 hours

Estimated Delivery:
4 business days after order confirmation

15.	OFM-404	OFM Waiting Room Collection - Fabric Chair	2	$230.00	62%	$87.66	$175.32

Options:
Fabric – Wine Fabric - 803 (+ $0.00)

Estimated Delivery:
8 business days after order confirmation

16.	JEZ-INSTALL	Installation: JEZ-INSTALL	1			$3,904.00	$3,904.00

Details:
JEZ Enterprises, Inc.Customer receives
Install to happen at later date
Installer arrives, unboxes, assembles and places
Remove all debris off site

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Shipping & Handling Breakdown

Product SubTotal:	$36,319.89
Install:	$3,904.00
Shipping & Handling:	$5,343.52
Sales Tax:	$3,117.35
Grand Total:	**$48,684.76**

Items Shipping From:	Shipping Via:	Service(s) Included:
Sandusky Lee	CON-WAY FREIGHT	Lift Gate Inside Delivery
SO-Goff Distribution	ABF FREIGHT SYSTEM	Lift Gate Inside Delivery
School Outfitters	CON-WAY FREIGHT	Lift Gate Inside Delivery
Scholar Craft	ABF FREIGHT SYSTEM	Lift Gate Inside Delivery
Regency Seating	ABF FREIGHT SYSTEM	Lift Gate Inside Delivery
Norwood Commercial Furniture	FedEx GROUND	
SO-Bender Group	CON-WAY FREIGHT	Lift Gate Inside Delivery
OFM	FedEx GROUND	
JEZ Enterprises, Inc.		

Important Shipping Information

Shipping on specified items includes a lift gate on the truck and inside delivery. The driver will lower items to the ground and assist with bringing items inside.

Please remember to inspect your order at the time of delivery. Do not throw away any of the original packaging until inspection is completed. Any missing parts or damages must be reported to customer service at 1-866-619-1776 within 5 business days of delivery.

All quotations are for tailgate delivery, F.O.B. factory, unless otherwise noted.

Inventory/Pricing Information

All quoted prices are based on exact quantities and current inventory levels. Pricing subject to change in the event of altered quantities. This quote is valid through 06/21/2017.

Sales Representative Comments

To receive the price quoted, please contact me directly at xavier.velasco@schooloutfitters.com or 866-619-5320. Thank you! School Outfitters has over 250,000 products to fulfill any kinds of needs for you. Please feel free to send over a list of products you'd like for a free quote at any time to my email directly. We also have products ready to get out of the warehouse in 24 – 48 hours. Please let me know how I can always assist you further!

California Proposition 65:

California's Proposition 65 requires California consumers to be made aware of special warnings for products that contain chemicals known to the state of California to cause cancer and birth defects or other reproductive harm, if those products expose consumers to such chemicals above certain threshold levels.

We are providing the following warning for anyone buying products that will be shipped to California:
WARNING: This product contains chemicals known to the State of California to cause cancer and birth defects or other reproductive harm.

The safety and well-being of you and your students remains School Outfitters' top priority, and as such, we take all necessary steps to comply with applicable safety and health regulations and uphold our commitment to safety.

Thank you for the opportunity to earn your business.

For Assistance: Xavier Velasco • Phone: 866-619-5320 • Fax: 866-619-4320 • xavier.velasco@schooloutfitters.com

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Item Details

Sandusky Lee

Steel Bookcase (36" W x 18" D x 52" H)

Place books, reference materials and classroom decorations on Sandusky Lee's sturdy Steel Bookcase. Comes with three adjustable shelves and a raised, fixed bottom shelf. Made from durable, welded steel. Choose from a selection of attractive colors.

Specifications

Material:	Steel
Shelves:	4
Shelf Capacity:	200 lbs. (evenly dispersed)
Other Info:	Greenguard certified
Warranty:	5 years
Width:	36"
Depth:	18"
Height:	52"
Assembly:	Ships assembled

Options

Bookcase Color:
- Black Bookcase Color
- Blue Bookcase Color
- Burgundy Bookcase Color
- Charcoal Bookcase Color
- Dove Gray Bookcase Color
- Forest Green Bookcase Color
- Multi Granite Bookcase Color
- Navy Blue Bookcase Color
- Putty Bookcase Color
- Red Bookcase Color
- Sky Blue
- Tropic Sand Bookcase Color
- White Bookcase Color
- Yellow Bookcase Color

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
1.	SAN-BA30-361852	Steel Bookcase (36" W x 18" D x 52" H)	10	$387.25	54%	$179.22	$1,792.20

Options:
Bookcase – Red Bookcase Color (+ $0.00)

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Item Details

Sandusky Lee

Steel Bookcase (46" W x 18" D x 72" H)

Place books, reference materials and classroom decorations on Sandusky Lee's sturdy Steel Bookcase. Comes with four adjustable shelves and a raised, fixed bottom shelf. Made from durable, welded steel. Choose from a selection of attractive colors.

Specifications

Material:	Steel
Shelves:	5
Shelf Capacity:	200 lbs. (evenly dispersed)
Other Info:	Greenguard certified
Warranty:	5 years
Width:	46"
Depth:	18"
Height:	72"
Assembly:	Ships assembled

Options

Metal Colors:
- Black-09
- Blue - 06
- Burgundy - 03
- Charcoal -02
- Dove Gray -05
- Forest Green - 08
- Grape Juice -31
- Multi Granite - MG
- Navy Blue - A6
- Pom Pom Pink -30
- Putty -07
- Red - 01
- Sky Blue - 36
- Tropic Sand -04
- White - 22
- Yellow - EY

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
2.	SAN-BA40-461872	Steel Bookcase (46" W x 18" D x 72" H)	6	$625.90	53%	$295.84	$1,775.04

Options:
Metal – Yellow - EY (+ $7.00)

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Item Details

Learniture

Glide Series Single Pedestal Mobile Teacher Desk

Enhance your classroom's flexibility with the Glide Series Single Pedestal Mobile Teacher Desk from Learniture. With casters on two legs, it's easy for just one person to move the whole desk to a new position. The desk's other legs feature leveling glides to ensure a flat work surface. A file drawer, box drawer and a pencil drawer (all locking) offer plenty of space to store personal and classroom materials. A durable steel frame and high-pressure laminate desktop ensure this piece will last for years. The pedestal is reversible, so you can configure it on the left- or right-hand side of your desk. Coordinates with other pieces in the Glide Series from Learniture.

Specifications

Desktop Material:	High-pressure cherry laminate w/ bull nose edge
Frame Material:	Steel w/ black powder coat finish
Warranty:	Lifetime limited
Other Info:	2 nylon leveling glides
	2 nylon, non-locking casters
	Reversible pedestal
Desktop Dimensions:	47 1/4" W x 25 1/2" D
Width:	47 1/4"
Depth:	25 1/2"
Height:	29"
Assembly:	Required

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
3.	NOR-88348-PK-SO	Glide Series Single Pedestal Mobile Teacher Desk	3	$539.84	36%	$342.88	$1,028.64

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Item Details

Norwood Commercial Furniture

Rectangle Adjustable-Height Activity Table (48" W x 24" D)

The Rectangle Adjustable-Height Activity Table by Norwood Commercial Furniture is a colorful addition to any elementary classroom. This scratch- and stain-resistant particleboard table stands up to years of use and is laminated on both sides, so it's a cinch to clean. The swiveling glides protect your floors, and the powder-coated steel legs adjust in one-inch increments to accommodate children as they grow. Choose either a gray top and your choice of four edge band colors or a woodgrain top with black edge banding.

Specifications

Tabletop Shape:	Rectangle
Tabletop Material:	Particleboard w/ laminate finish
Frame Material:	16-gauge steel, powder-coated upper leg
	14-gauge steel lower leg
Frame Finish:	Chrome leg inserts
Edge Band Material:	PET thermoplastic
Tabletop Thickness:	1 1/4"
Seating Capacity:	4 children
Weight Capacity:	150 lbs.
Casters/Glides:	Nylon swivel glides
Other Info:	Greenguard certified
Warranty:	10-year
Width:	48"
Depth:	24"
Height:	19" – 30" adjustable in 1" increments
Assembly:	Required

Options

Top Color/Edge Band Combination:
- Gray Top/Black Edge(-GBK)
- Gray Top/Blue Edge(-GBL)
- Gray Top/Green Edge(-GGN)
- Gray Top/Red Edge(-GRD)
- Gray Top/Yellow Edge(-GYE)
- Maple Top/Black Edge(-MBBK)
- Oak Top/Black Edge(-OKBK)

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
4.	NOR-RCE2448C	Rectangle Adjustable-Height Activity Table (48" W x 24" D)	7	$140.00	38%	$87.18	$610.26

Options:
Top /Edge Band Combination – Gray Top/Blue Edge(-GBL) (+ $0.00)

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Item Details

Norwood Commercial Furniture

Kidney Adjustable-Height Activity Table
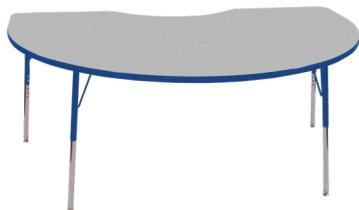
Norwood Commercial Furniture's Kidney Adjustable-Height Activity Table allows teachers to sit across from students and conduct hands-on lessons. The laminate work surface laminate resists scratching and is easy to keep clean. Adjust the tubular steel legs in one-inch increments to accommodate growing children. A PVC edge band protects your table from chipping. Swiveling glides at the bottom of each leg let you move the table around your room without marring your floors. Select from several top and edge band colors.

Specifications

Tabletop Shape:	Kidney
Tabletop Material:	Smooth laminate
Frame Material:	16-gauge steel, powder-coated upper leg
	14-gauge steel, chrome-plated lower leg
Frame Finish:	Powder coat w/ chrome leg inserts
Edge Band Material:	PVC
Tabletop Thickness:	1 1/4"
Seating Capacity:	7 children, 6 adults
Weight Capacity:	150 lbs.
Desktop Dimensions:	72" W x 48" D
Glides:	Nylon swivel glides
Other Info:	Greenguard certified
Warranty:	10-year limited
Width:	72"
Depth:	48"
Height:	19" – 30" adjustable in 1" increments
Assembly:	Required

Options

Table Top/Edge Band Color:
- Gray Nebula Top/Black Edge(-GBK)
- Gray Nebula Top/Blue Edge (-GBL)
- Gray Nebula Top/Green Edge(-GGN)
- Gray Nebula Top/Yellow Edge (-GYE)
- Gray NebulaTop/Red Edge(-GRD)
- Maple Top/Black Edge (-MBBK)
- Oak Top/Black Edge (-OKBK)

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
5.	NOR-RCEKD72C	Kidney Adjustable-Height Activity Table	6	$248.00	33%	$166.48	$998.88

Options:
Table Top/Edge Band – Gray NebulaTop/Red Edge(-GRD) (+ $0.00)

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Item Details

Scholar Craft

Ovation Series Task Chair

Comfort and affordability make Scholar Craft's Ovation Series Task Chair a good option for your classroom. The ergonomic seat flexes as you move, yet provides excellent support. A five-spoke polymer base prevents tipping and two-inch, dual-wheel casters move with ease across carpet. Choose from several chair and frame colors.

Specifications

Recommended Grade Level:	5th grade - adult
Seat Material:	Polypropylene
Frame Material:	12- & 14-gauge tubular steel
Seat Height:	15" - 20" adjustable
Other Info:	MAS certified green
Warranty:	15-year; 3-year on casters & seating controls
Assembly:	Required

Options

Chair Color:
- Black
- Burgundy
- Charcoal
- Cornflower
- Green
- Mint Green
- Navy
- Primary Blue
- Purple
- Red
- Tangerine
- Yellow

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
6.	SFT-310	Ovation Series Task Chair	32	$334.00	73%	$91.64	$2,932.48
		Options:					
		Chair – Tangerine (+ $0.00)					

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Item Details

Norwood Commercial Furniture
Economy Mesh Back Task Chair w/o Arms

Outfit your computer labs and front office with Norwood Commercial Furniture's Economy Mesh Back Task Chair. The breathable mesh back keeps you cool and endures heavy daily use. Easily adjust the seat height with the pneumatic control to meet your needs. The black seat, frame and casters coordinate with any décor.

Specifications

Seat Material:	Black fabric upholstery
Back Material:	Black mesh
Frame Material:	Polypropylene
Weight Capacity:	225 lbs.
Other Info:	Black nylon star base w/ 5 rolling casters
	Meets ANSI-BIFMA standards
	CAL117 compliant
Warranty:	5 years
Seat Height:	15 1/2" – 19" adjustable
Seat Size:	18 1/2" W x 17 1/2" D
Back Size:	17 1/2" W x 17 3/4" H
Width:	24"
Depth:	21"
Height:	32 1/2" - 36" adjustable
Assembly:	Assembly required

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
7.	NOR-IAH1043-SO	Economy Mesh Back Task Chair w/o Arms	3	$87.00	33%	$58.68	$176.04

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Item Details

Learniture

Boomerang Collaborative Desk w/ Wire Box

The Boomerang Collaborative Desk from Learniture makes it easy to create versatile seating arrangements for your students. Use the desk individually for a more traditional setup, or pair with other desks for group work. The desk features height-adjustable legs to accommodate students of several sizes. The hard plastic top resists stains and scratches, and the non-marring glides eliminate floor damage. This desk is backed by a 15-year limited warranty.

Specifications

Desktop Shape:	Boomerang
Desktop Material:	Hard plastic w/ wood flour core
Frame Material:	18-gauge steel upper leg & 16-gauge steel lower leg insert; round tubing
	Fully-welded, self-supporting frame w/ double-locking bolts
Frame Finish:	Powder coat w/ chrome leg inserts
Book Box Material:	Wire w/ powder coat finish
Seating Capacity:	1
Desktop Dimensions:	28" D x 36" W (5/8" thick)
Glides:	Nylon swivel glides
Other Info:	BIFMA approved when desk is used w/ glides
	Greenguard certified
Warranty:	15-year limited
Width:	36"
Depth:	28"
Height:	22" – 33" (adjustable)
Assembly:	Required

Options

Desktop Color:
▢ Gray Spectrum
▢ Sugar Maple
Caster

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
8.	LNT-INM1032-SO	Boomerang Collaborative Desk w/ Wire Box	70	$315.00	64%	$113.89	$7,972.30

Options:
▢ Desktop – Sugar Maple (+ $0.00)

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Item Details

Learniture

Structure Series School Chair (16" Seat Height)

Create a comfortable seating space for your students with the Structure Series School Chair from Learniture. The polypropylene seat and back resist stains and scratches, and the durable 16-gauge steel frame will support students for years to come. The contoured design allows for multiple seating positions. Four non-marring glides allow for easy maneuverability, and you can stack the chair when not in use. The featured grab handle allows for easy mobility. This school furniture is Greenguard certified, backed by a 15-year limited warranty and is made to color-coordinate with our Learniture desks and activity tables.

Specifications

Recommended Grade Level:	3rd – 4th grade
Seat Material:	Polypropylene
Frame Material:	16-gauge steel
Frame Finish:	Chrome
Weight Capacity:	225 lbs.
Seat Height:	16"
Back Height:	12 1/2"
Seat Dimensions:	13" W x 13" D
Glides/Casters:	Non-marring nylon swivel glides
Warranty:	15-year limited
Other Info:	Greenguard certified
	BIFMA approved
	Back-venting for less spinal pressure
	Flexible design
	Grab handle
	Contoured seat
	BIFMA certified
	Stacks up to 8 high
Overall Width:	18"
Overall Depth:	19"
Overall Height:	28"
Assembly:	Not required

Options

Chair Color:
- Black
- Graphite
- Mandarin Orange
- Navy
- Red
- Sage
- Sky Blue
- Stone
- Wine

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Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
9.	LNT-116-CSW	Structure Series School Chair (16" Seat Height)	32	$90.00	71%	$26.07	$834.24

Options:

■ Chair – Navy (+ $0.00)

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Item Details

Learniture

Structure Series School Chair (16" Seat Height)

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Specifications

Recommended Grade Level:	3rd – 4th grade
Seat Material:	Polypropylene
Frame Material:	16-gauge steel
Frame Finish:	Chrome
Weight Capacity:	225 lbs.
Seat Height:	16"
Back Height:	12 1/2"
Seat Dimensions:	13" W x 13" D
Glides/Casters:	Non-marring nylon swivel glides
Warranty:	15-year limited
Other Info:	Greenguard certified
	BIFMA approved
	Back-venting for less spinal pressure
	Flexible design
	Grab handle
	Contoured seat
	BIFMA certified
	Stacks up to 8 high
Overall Width:	18"
Overall Depth:	19"
Overall Height:	28"
Assembly:	Not required

Options

Chair Color:
- Black
- Graphite
- Mandarin Orange
- Navy
- Red
- Sage
- Sky Blue
- Stone
- Wine

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
10.	LNT-116-CSW	Structure Series School Chair (16" Seat Height)	140	$90.00	71%	$26.07	$3,649.80

Options:

Chair – Sky Blue (+ $0.00)

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Item Details

Regency Seating

Legacy Series Round Conference Table (42" Diameter)

Hold group meetings in style around Regency's Legacy Series Round Conference Table. This thermal-fused melamine laminate table has a matching PVC edge that's great at absorbing impact. The contemporary laminate base allows for plenty of leg room. Choose from several attractive finishes.

Specifications

Material:	Thermal-fused melamine laminate
Glides or Casters:	Glides
Other Info.:	Meets ANSI/BIFMA standards
Warranty:	10 years
Diameter:	42"
Height:	29"
Assembly:	Required

Options

Laminate Color:
■ Cherry-CH
■ Mahogany-MH

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
11.	REG-LCTR42	Legacy Series Round Conference Table (42" Diameter)	1	$351.00	47%	$185.21	$185.21
		Options: ■ Laminate – Mahogany-MH (+ $0.00)					

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Item Details

Norwood Commercial Furniture
Economy Storage Cabinet (36" W x 18" D x 72" H)

Keep equipment and supplies secure in Norwood Commercial Furniture's Economy Storage Cabinet. This durable steel unit features sturdy fixed welded shelves, locking doors and a raised bottom shelf. Choose from two neutral colors.

Specifications

Material:	24-gauge welded steel
Shelves:	5 fixed (including bottom)
Shelf Dimensions:	35 7/8" W x 16 1/2" D
Lock:	Comes w/ locking handle & key
Other Info:	Greenguard certified
Warranty:	5 years materials & workmanship
Width:	36"
Depth:	18"
Height:	72"
Assembly:	Ships assembled

Options

Cabinet Color:
■ Black
■ Dove Gray

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
12.	NOR-YKS1872	Economy Storage Cabinet (36" W x 18" D x 72" H)	6	$418.00	44%	$235.08	$1,410.48

Options:
■ Cabinet – Dove Gray (+ $0.00)

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Item Details

Norwood Commercial Furniture

Adjustable-Height Steel Computer Cart

Norwood Commercial Furniture's Adjustable-Height Steel Computer Cart has movable shelves and a pull-out keyboard tray so you can accommodate all of your AV equipment. The mobile cart moves easily on four casters (two lock to hold it securely in place). A textured black powder coat finish protects the heavy-gauge steel frame from damage and a rubber mat keeps your supplies on the cart. The built-in three-outlet power strip gives you electrical capability. Backed by a lifetime warranty.

Specifications

Frame Material:	14-gauge steel
Frame Finish:	Textured powder coat
Shelf Material:	20-gauge steel
Keyboard Shelf Dimensions:	19" W x 15 3/4" D
Casters:	Four 4" swivel casters (2 w/ locks)
Electric:	3-outlet electrical extension w/ 15' cord
Weight Capacity:	250 lbs./unit 125 lbs./shelf
Other Info:	Includes non-slip rubber mat Distance between middle & lower shelf is 18"
Warranty:	Lifetime
Width:	24"
Depth:	18"
Height:	26" – 42" (adjustable)
Assembly:	Required
Note:	Nonreturnable

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
13.	NOR-NSCKS	Adjustable-Height Steel Computer Cart THIS ITEM IS NON-RETURNABLE	10	$276.40	50%	$139.00	$1,390.00

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Item Details

Learniture
Boomerang Collaborative Desk w/ Wire Box

The Boomerang Collaborative Desk from Learniture makes it easy to create versatile seating arrangements for your students. Use the desk individually for a more traditional setup, or pair with other desks for group work. The desk features height-adjustable legs to accommodate students of several sizes. The hard plastic top resists stains and scratches, and the non-marring glides eliminate floor damage. This desk is backed by a 15-year limited warranty.

Specifications

Desktop Shape:	Boomerang
Desktop Material:	Hard plastic w/ wood flour core
Frame Material:	18-gauge steel upper leg & 16-gauge steel lower leg insert; round tubing
	Fully-welded, self-supporting frame w/ double-locking bolts
Frame Finish:	Powder coat w/ chrome leg inserts
Book Box Material:	Wire w/ powder coat finish
Seating Capacity:	1
Desktop Dimensions:	28" D x 36" W (5/8" thick)
Glides:	Nylon swivel glides
Other Info:	BIFMA approved when desk is used w/ glides
	Greenguard certified
Warranty:	15-year limited
Width:	36"
Depth:	28"
Height:	22" – 33" (adjustable)
Assembly:	Required

Options

Desktop Color:
Gray Spectrum
Sugar Maple
Caster

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
14.	LNT-INM1032-SO	Boomerang Collaborative Desk w/ Wire Box	100	$315.00	64%	$113.89	$11,389.00

Options:
Desktop – Sugar Maple (+ $0.00)

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Item Details

OFM

OFM Waiting Room Collection - Fabric Chair

The fabric chair from OFM's Waiting Room Collection is perfect for any high-traffic waiting area, because it's attractive, sturdy and you can stack up to four for storage. The contoured back and seat keep visitors comfortable, and the steel frame supports up to 250 pounds of evenly distributed weight. The upholstery fabric is stain-resistant and comes in five attractive colors. Pairs nicely with OFM Waiting Room Collection tables.

Specifications

Frame Material:	16-gauge steel
Warranty:	Limited lifetime warranty, 2 years on upholstery
Other Info:	Meets ANSI/BIFMA standards
Seat Size:	20" W x 19" D
Seat Thickness:	3"
Back Size:	20" W x 16" H
Seat Height:	18"
Width:	24"
Depth:	27"
Height:	34"
Assembly:	Required (tools included)

Options

Fabric Color:
- Black Fabric - 805
- Gray Fabric - 801
- Navy Fabric - 804
- Teal Fabric - 802
- Wine Fabric - 803

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
15.	OFM-404	OFM Waiting Room Collection - Fabric Chair	2	$230.00	62%	$87.66	$175.32

Options:
Fabric – Wine Fabric - 803 (+ $0.00)

MAGNOLIA CHARTER STAPLES FURNITURE QUOTE

CNT#	SPECIFIED MFG	SPECIFIED Description (Hertz)	Staples Item	Staples Description	Part number	SPECIFIED QTY	SELL	Ext Product Sell	Installation		Shipping
1	Hertz	Group Study Adjustable Rectangle School Table 60x30"	Alumni Creative	60" Rectangular Adjustable creativity table	TN-3060-HPL-PC-ADJ	0	$ 125.00	$ -	5%	$ -	
2	Hertz	Euro Padded Adjustable Teacher Chair	Basyx	Padded, Armless Office Chair	HVL210MM10	3	$ 85.00	$ 255.00	5%	$ 12.75	
3	Hertz	Educational Edge Steel Bookcase 34.5"Wx42"H	Sandusky	Elite Steel Adjustable Bookcase 34.5"w x 42"h x 13"d	BA20341242-EY	10	$ 126.52	$ 1,265.20	5%	$ 63.26	
4	Hertz	Steel Bookcase 36"Wx72"H	Sandusky	Elite Steel Adjustable Bookcase 34"w x 72"h x 12"d	BA40341272-06	6	$ 180.00	$ 1,080.00	5%	$ 54.00	
6	Hertz	Inspiration Value Poly Classroom Chair 15.5"H	Alumni Creative	Explore 16" Chair	C-EXPL-PC-16	32	$ 39.48	$ 1,263.36	5%	$ 63.17	
7	Hertz	Inspiration Value Poly Classroom Chair 14"H	Alumni Creative	Explore 14" Chair	C-EXPL-PC-14	170	$ 33.97	$ 5,774.90	5%	$ 288.75	
8	Hertz	Innovation Collaborative Classroom Desk with Book Rack	Alumni Creative	Boomerang Desk	T-BOOM-WS-HP-PC	170	$ 145.00	$ 24,650.00	5%	$ 1,232.50	
9	Hertz	Group Study Adjustable Rectangle School Table 48x30"	Alumni Creative	48" Rectangular Adjustable creativity table	TN-3048-HPL-PC-ADJ	7	$ 104.00	$ 728.00	5%	$ 36.40	
10	Hertz	Inspiration Poly School Task Chair	Alumni Creative	Explorer Task Height Gas Lift Chair	C-EXPL-GL	32	$ 102.50	$ 3,280.00	5%	$ 164.00	
11	Hertz	Mesa Double Pedestal Teachers Desk	OFM	Steel Double Pedestal Teacher's Desk	200229	3	$ 525.00	$ 1,575.00	5%	$ 78.75	
13	Hertz	Hercules Adj. Horseshoe Activity Table - Color Trim 60x66" Regular Height (23-32)	Alumni Creative	Honor Roll 4 Leg Guided Reading Horseshoe 60"x66"	TN-6066-HS-LAM-PC-ADJ	6	$ 380.00	$ 2,280.00	5%	$ 114.00	
14	Hertz	AV Computer Cart	Luxor	AV Computer Cart	Staples #324147 Luxor #AV42KB	10	$ 125.00	$ 1,250.00	5%	$ 62.50	
15	School Outfitter	Round Table	Basyx	48" Round Table	HBLC48DNN	1	$ 181.03	$ 181.03	5%	$ 9.05	
16	School Outfitter	Economy Storage Cabinet (36wx18dx72H)	Sandusky	Heavy Duty Storage Cabinet 72x36x18	SA4236187205	6	$ 233.19	$ 1,399.14	5%	$ 69.96	
17	Hertz	Mystic Guest Chair	Lesro	Mystic Guest Chair grade 2	S1801G7	2	$ 241.53	$ 483.06	5%	$ 24.15	
					Staples Total			$45,464.69		$2,273.23	$45.40

Hertz Furniture
The School Furniture Experts

Quote#: 600598
Quote Date: June 5, 2017

Quote

Thank you for allowing Hertz to quote your furniture. This quote is valid for 30 days.
When you are ready to place your order, please sign the final page and return this entire document to me.
Please let me know if you have any questions.

Quote for delivery to:

Magnolia Science Academy Santa
Erdinc Acar
2840 W 1st St
SANTA ANA, CA 92703

Ph#:213-628-3634 Ext.123

Questions? Please Contact...

CA Regional Sales Manager	Client Relationship Associate
Gabriel Schwartz	**Lea Davidson**
gabriel@hertzfurniture.com	lead@hertzfurniture.com
800-526-4677 x1112	ext. 1151

Quote Details

Qty. 3
Euro Padded Adjustable
Teacher Chair
Model #OSS-400

($102.48/unit)
$307.44

Qty. 10
34.5"Wx42"H Educational Edge
Steel Bookcase
Model #EBC-42

($108.36/unit)
$1,083.60

Qty. 6
34.5"Wx72"H Steel Bookcase
Model #SNB-72

($161.28/unit)
$967.68

Hertz Furniture
The School Furniture Experts

Qty. 32
15.5"H Inspiration Value Poly Classroom Chair
Model #INS-716

($35.24/unit)
$1,127.68

Qty. 170
14"H Inspiration Value Poly Classroom Chair
Model #INS-714

($31.63/unit)
$5,377.10

Qty. 170
Innovation Collaborative Classroom Desk
Model #INN-2000

($129.36/unit)
$21,991.20

Qty. 7
48x30" Group Study Adjustable Rectangle School Table
Model #GS-3048ADJ

($89.04/unit)
$623.28

Qty. 32
Inspiration Poly School Task Chair
Model #INS-658

($87.32/unit)
$2,794.24

Qty. 3
60"x30" Mesa Double Pedestal Teachers Desk
Model #MSA-6030

($446.04/unit)
$1,338.12

Qty. 6
60x66" Hercules Adj. Horseshoe Activity Table - Col
Model #GSCH-6066
Custom item: This item may not be cancelled or returned.

($238.56/unit)
$1,431.36

Qty. 10
AV Computer Cart
Model #AVJ-420

($110.04/unit)
$1,100.40

Hertz Furniture
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Quote#: 600598
Quote Date: June 5, 2017

Qty. 2
Mystic Guest Chair
Model #MYS-1801

($202.44/unit)
$404.88

Qty. 6
36"Wx18"Dx72"H All Purpose Storage Cabinet
Model #SCT-40

($233.52/unit)
$1,401.12

Qty. 1
X-Leg Round Conference Table
Model #CTM-36R
Custom item: This item may not be cancelled or returned.

$180.60

Qty. 170
Mesh Bookbox for INN-2000
Model #INN-MESHB

($21.80/unit)
$3,706.00

Notes:

Tailgate Delivery charge   **$5,191.88**

Delivery Setup And Removal Of All Packaging Debris   **$10,692.86**

Quote billing address:

Magnolia Public Schools
250 E 1st St, Suite 1500
Los Angeles, CA 90012
213-628-3634

Subtotal:	$59,719.44
Taxes:	$4,225.89
Total:	**$63,945.33**

THANK YOU FOR THE OPPORTUNITY TO QUOTE YOUR FURNITURE.

Hertz Furniture
The School Furniture Experts

Quote#: 600598
Quote Date: June 5, 2017

Terms and Conditions

We do our best to make sure that your order is correct. Please review this order to confirm that the model #, color, quantity, size and price are correct. If all the information is accurate, please sign and return to me by email or fax to 800-842-9290. If there is a discrepancy, please call Gabriel Schwartz at 800-526-4677 x1112 so that we may correct the error and process your order.

1. **Steps to take at time of delivery to protect against loss or damage:**

   a. **Verify count** - Make sure you are receiving as many cartons as are listed on the delivery receipt. If any shortage is discovered, note exactly how many cartons are short on the carrier's delivery receipt and have the driver note the shortage on your copy.

   b. **Carefully examine each carton for damage** - If damage is visible, note this fact on the delivery receipt and please be specific with your notations (for example, cartons crushed or carton has a hole in it). If the cartons are severely damaged, do not accept the shipment. The customer has a right to accept partial shipments and refuse the remaining damaged units. If a carton has appearances that the contents inside may possibly be damaged, insist that it be opened right at that time, and both you and the driver should make a joint inspection of the contents. Any such concealed damage should likewise be noted on the delivery receipt and on your copy. Be sure to retain your copy. Hertz Furniture should be advised immediately.

   c. **Immediately after delivery, open all cartons and inspect for concealed damage** - Even though the driver has already left, all cartons should immediately be opened and the contents inspected for possible concealed damage. Hertz Furniture will not accept responsibility for damage not reported within 10 days from delivery.

2. **Steps to take when visible or concealed damage is discovered:**

   a. **Retain damaged items** - Not only must damaged items be held at the point where received, but the cartons and all inner packing materials must be held until an inspection is made by a carrier inspector.

   b. **Report concealed damage to Hertz Furniture immediately** - Upon the discovery of damage of the contents of shipping containers that could not have been determined at time of delivery. Failure to report damages within 10 days will affect replacements of the damaged merchandise and the outcome of the claim.

3. **Document all your correspondence in writing -** Pictures of the damaged containers as well as the contents in the containers are required. This documentation will enable Hertz Furniture to settle the freight claims more efficiently and rapidly.

4. **Steps to take when carrier makes inspection of damaged items:**

   a. **Have damaged items in receiving area** - Make certain the damaged items have not been moved from the receiving area prior to discovery of the damage. Allow inspector to inspect damaged items, cartons, inner packing materials and freight bill. Be sure to retain your delivery receipt - it will be needed as a supporting document when claim is filed.

   b. **After the inspector fills out inspection report, carefully read it before signing** - If you do not agree with any facts or conclusions made by the inspector on the report, do not sign it. Unless repairs will be completely satisfactory, be sure the inspector requests replacement on the inspection report.

   c. **Forward your copy of the inspection report and delivery receipt to Hertz Furniture** - A freight claim will be filed on your behalf. Should you choose to do so, you may file your own claim. Hertz Furniture will take no responsibility should your claim be declined.

5. **Steps to take after inspection has been made:**

   The damaged merchandise must be held in original cartons - Hertz Furniture will advise you of the disposition of the damaged unit when the claim is settled. The customer must make the product available for salvage pick up.

6. **Order Cancellation:**

   An order may be canceled, but only before the order has been sent to production. In some cases, cancellations can be accepted even after the order is in production, but additional fees (restocking and/or cancellation) will be billed to your account.

   If the order has already shipped, we can no longer cancel the order.

   To confirm that your order has been canceled, we will send you a cancellation notice. Only then will the cancellation be in effect.

   Custom orders (including many upholstered items) are non-cancelable.

Hertz Furniture
The School Furniture Experts

Quote#: 600598
Quote Date: June 5, 2017

7. **Returns:**

A return authorization must be issued before returning any merchandise. A restocking charge, as well as round trip freight charges, will be charged.

All items must be in the original carton, unassembled and unused. Please note that returns cannot be made after the product has been assembled. Custom orders are non-returnable. Many products (e.g. upholstered items) are considered custom items and are non-returnable. Please call us at 800-526-4677 for details.

Returns cannot be made after 30 days.

8. **Payment:**

Payment is due 30 days after the date of invoice, less any amount requested by Hertz Furniture as a deposit at time of order. The customer is required to pay for products received, but not for products that are on backorder.

Delinquent accounts are subject to a 1.5% monthly interest fee and shall pay all collections costs. If Hertz Furniture is required to initiate any legal proceedings to enforce collection of the sums due from customer, the prevailing party in such litigation shall be entitled to recover its attorney's fees and costs incurred therein.

The invoice is due and payable in Ramsey, Bergen County, New Jersey. Jurisdiction for all legal issues will be the court system of the State of New Jersey.

Hertz Furniture reserves the right to make any and all changes to its website at its sole discretion without notice to the User. Hertz Furniture reserves the right to deny access to its website to anyone at any time. This Agreement shall be deemed to include all other notices, policies, disclaimers, and other terms contained in its website; provided, however, that in the event of a conflict between such other terms and the terms of this Agreement, the terms of this Agreement shall control.

This Agreement is governed by the laws of the State of New Jersey, USA, without reference to conflicts of laws provisions. User consents to the exclusive jurisdiction and venue of courts in Bergen County, New Jersey, U.S.A. in all disputes arising out of or relating to the use of this Web site. Use of this Web site is unauthorized in any jurisdiction that does not give effect to all provisions of these terms and conditions, including without limitation this paragraph.

Any rights not expressly granted herein are reserved.

I have read, understand, and accept this Quotation set forth above and the terms and conditions attached hereto. I further understand that, by signing and returning to Hertz Furniture a copy of this Quotation, CUSTOMER is entering into a contract with Hertz Furniture Systems, LLC (dba Hertz Furniture) to purchase the items set forth in this Quotation on the terms set forth herein and in the "Terms and Conditions" set forth herein and is further granting to Hertz Furniture Systems, LLC a lien on the items set forth in this Quotation as collateral for the obligations of CUSTOMER pursuant hereto, including payment to Hertz Furniture Systems, LLC, and consents to Hertz Furniture Systems LLC's filing of a UCC-1 Financing Statement with the appropriate governmental agency to perfect said lien.

CUSTOMER

Magnolia Public Schools
250 E 1st St, Suite 1500
Los Angeles, CA 90012
213-628-3634

Quote # 600598

Signature:_____   Name:_____

Title:_____   Date:_____

Alt Phone # (Mobile / Work / Personal) _____

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Version 2016.04.10

Cover Sheet

Approval of Illuminate SIS Transition Plan

Section:	II. Consent Agenda
Item:	D. Approval of Illuminate SIS Transition Plan
Purpose:	Vote
Submitted by:	
Related Material:	II D Illuminate Transition Plan.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II D – Consent Agenda
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Illuminate SIS Transition Plan

Proposed Board Recommendation

I move that the board approve the Illuminate SIS Transition Plan and costs associated.

Background

MPS has been using CoolSIS for our Student Information System and AP processing. Our 3-year contract with CoolSIS ends in October 2017 and has been submitted to the board for approval for 2017-18. MPS has vetted different vendors for our SIS needs for 2018-19 and beyond, including CoolSIS, Infinite Campus, and Illuminate. MPS has been using Illuminate's Data and Assessment module during 2016-17 and considering using its SIS in conjunction with the Data and Assessment module to increase effective use of the program.

CoolSIS has been instrumental for MPS as it provides a basic SIS, with additional lunch and AP processing features, meeting our needs in the past. As MPS has increased its student population size and refined its academic programs, our needs and demands from an SIS have also evolved. We would like to have an SIS that can also support our data and assessment system which will enable our teachers to analyze student achievement and progress data conveniently within one platform. As also voiced by our school leaders and teachers, we would like our SIS to provide different grading options for our teachers, including mastery-based or standards-based grading. Our college counselors have consistently brought up the need for our SIS to handle graduation requirements and a transcript design that can accommodate unique situations, such as transfer of credits from other institutions, GPA calculations, and A-G tracking. Our deans of academics have been striving to find a convenient, user-friendly scheduling tool to create a master schedule that meets our students' diverse needs. Our office managers would save time if we had more automated reports in our SIS to meet all reporting mandates.

Considering all the above needs and the huge cost of CoolSIS, MPS academic team has vetted CoolSIS, Infinite Campus, and Illuminate as candidates for our next SIS. Our deans of academics and principals have attended presentations by Illuminate. Our academic team also invited Infinite Campus for a presentation and received a proposal. In conclusion, after careful consideration, the Academic Team recommends "Illuminate Education" as our next SIS. Following is our comparison of Illuminate Education & CoolSIS:

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P: (714) 892-5066 F: (714) 362-9588

	CoolSIS	Illuminate Education
Attendance	Has an attendance interface for teachers and office and provides ADA calculation and reporting	Has an attendance interface for teachers and office and provides ADA calculation and reporting
Parent Communication	Has parent communication module: grades, behavior, etc. are available in SIS and can also be communicated via email or text. CoolSIS also provides an app for phones and tablets.	Provides same communication options as CoolSIS does. Does have an app as well.
Master Scheduling	Does not have a scheduling program, but it has an interface to enter the master schedule after you design it elsewhere.	Provides a program which allows you to create the master schedule within the SIS, based on assigned courses and student choices, with different options. This tool will help our deans of academics tremendously with master scheduling.
Gradebook	Allows grading on a percentage or sum basis; does not have mastery-based/standards-based grading incorporated in the tool	Has built-in systems that allows different types of grading, including master-based/standards-based and other systems of grading
Transcript	The tool is not comprehensive enough and requires manual tweaks and updates and CoolSIS may charge for update requests	Provides a comprehensive system for student transcripts and GPA that will meet our needs
Data & Assessment	Does not have a data & assessment module (except for student assignment grades and manual entry of user-created fields)	Has a Data & Assessment module that works in alignment with the SIS. All student performance data can be stored and analyzed, including state testing, MAP tests, benchmark test results, etc. Illuminate's Data & Assessment module also allows teachers to create assessments from their question bank.
Student Behavior	Allows the user to enter student behavior entries and points	Has a comprehensive student behavior module that allows for different options to handle and report student behavior, giving breakdown of student behavior for analysis
Lunch Module	Has a basic lunch transaction module (Does not provide the	N/A Illuminate does not have a lunch

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	reports needed for federal lunch reimbursement automatically. Office managers spend about two hours a day for lunch follow-up and reporting. To be fair, we do not expect an SIS to have a comprehensive lunch program.)	module. For this purpose, MPS has purchased Meals Plus school lunch software that covers every aspect of school meal management (point of sale, reimbursement reports, automated letters, etc.)
AP Processing	CoolSIS has a Business module that allows staff to enter their purchase and reimbursement requests.	N/A Illuminate is an SIS and does not have a business module. To be fair, we do not expect an SIS to handle AP processing. Magnolia Finance Dept. is currently exploring their options to find a comprehensive AP software.
License Fees	$2.50 per student per month ($30 per student per year) Following is a comparison chart for an estimated number of students and staff for each site: SIS: (Based on # of students) MSA-1: 541 ($16,230) MSA-2: 459 ($13,770) MSA-3: 460 ($13,800) MSA-4: 192 ($5,760) MSA-5: 187 ($5,610) MSA-6: 174 ($5,220) MSA-7: 301 ($9,030) MSA-Bell: 499 ($14,970) MSA-San Diego: 427 ($12,810) MSA-Santa Ana: 639 ($19,170) TOTAL: $116,370 per year Business Module: (Based on # of staff) Home Office: 32 ($9,600) MSA-1: 47 ($14,100) MSA-2: 41 ($12,300) MSA-3: 42 ($12,600) MSA-4: 17 ($5,100) MSA-5: 16 ($4,800)	$7 per student per year SIS: (Based on # of students) MSA-1: 541 ($3,787) MSA-2: 459 ($3,213) MSA-3: 460 ($3,220) MSA-4: 192 ($1,344) MSA-5: 187 ($1,309) MSA-6: 174 ($1,218) MSA-7: 301 ($2,107) MSA-Bell: 499 ($3,493) MSA-San Diego: 427 ($2,989) MSA-Santa Ana: 639 ($4,473) TOTAL: $27,153 per year SAVINGS OF: $89,217 per year Business Module: N/A

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	MSA-6: 14 ($4,200) MSA-7: 22 ($6,600) MSA-Bell: 38 ($11,400) MSA-San Diego: 40 ($12,000) MSA-Santa Ana: 51 ($15,300) TOTAL: $108,000 per year	

Attached are CoolSIS agreement for 2017-18 and Illuminate's proposal for 2017-18 and beyond. Illuminate's proposal includes a transition plan that addresses set-up, data migration, admin bootcamp, and train-the-trainer local bootcamps to ensure successful transition into the new SIS.

In conclusion, we are asking the board to approve Illuminate Education as our new SIS and the transition plan thereof.

Budget Implications

Illuminate SIS and transition cost based on an estimate of 3,800 students:

- FY 2017-18 (TRANSITION YEAR): $27,500 (Setup & Admin Bootcamp, Data Migration, Train-The-Trainer Local Bootcamps)

  FY 2017-18 cost will be covered by the MERF Home Office. (BUDGETED)

- FY 2018-19: $40,100 (FULL IMPLEMENTATION) ($13,800 for 9 days of BootCamp and $7 per student license for 3,800 students)

  FY 2018-19 cost will be covered by the schools. (WILL BE BUDGETED FOR 2018-19)

- FY 2019-20+: $7 per student license fee; $26,600 for 3,800 students

  FY 2018-19 and on, schools will incur the cost.

Name of Staff Originator:

David Yilmaz (Chief Accountability Officer) and Ismail Ozkay (Data Manager & SIS Coordinator)

Attachments

-Illuminate Education Proposal
-CoolSIS Agreement for 2017-18

illuminate education™

Proposal

Magnolia Public Schools - ISI

Prepared For:
Magnolia Public Schools
Westminster, California

Prepared On:
4/28/2017

Prepared By:

Gary Hanson
ghanson@illuminateed.net
+1 9513149918

Illuminate Education, Inc.
6531 Irvine Center Drive, Suite 100, Irvine, CA 92618
Phone: 951-739-0186 | Fax: 909-266-1935
info@IlluminateEd.com | IlluminateEd.com

1. COMPANY VISION

Illuminate Education exists to create tools, services and training to promote educator and student success. By building a vibrant team, making technology useful in districts and classrooms, and investing in local communities, we look to empower people from all backgrounds to reach their full potential in school and career achievement.

At the heart of Illuminate are educators just like you: we are a team of former school administrators, teachers, district technologists, instructional coaches, special education instructors and curriculum directors. We are also seasoned designers and engineers who are passionate about building products to make your lives easier.

We have reached over 5 million users across 43 states including students, parents, teachers and administrators. We are proud to have partnered up with over 14,000 schools and 1,600 districts including Boston Public Schools, San Diego Unified, Denver Public Schools, Caddo Public Schools, Newton Public Schools, and Salt Lake City School District.

Illuminate Education is committed to equipping our communities to flourish in the school and workplaces. Together, we believe we can change the world of education.

2. PROPOSAL

Illuminate Education proposes a contract with Magnolia Public Schools. Although a contract may span multiple years, Magnolia Public Schools retains the right to opt out each year at no financial penalty. The proposal includes data import support, system maintenance, system support, and user support for the length of the contract. It also includes ongoing system upgrades at no additional cost to Magnolia Public Schools.

3. PRODUCT OVERVIEW

Illuminate Education is proud to offer Illuminate Student Information System (ISI), a platform that provides all school-site staff a single, web-based point of access to attendance, scheduling, grades, reporting and more. ISI anticipates the needs of all educators and removes the boundaries of the traditional student information system.

With our system, districts and educators can focus not just on compliance but student growth. Employing Web 2.0 technologies and a user-friendly interface, ISI supports all aspects of the education process: from district-level educators who need to analyze sweeping patterns and trends, to instructional leaders who require fast, flexible reports to shape curriculum and instruction in the classroom.

ISI is focused on being dynamic and providing all-around student data, which allows educators to leverage all available information to truly educate the whole child. Educators will have an all-in-one solution to support streamlined operations and effective decision-making at all levels.

4. PRICING

The student count numbers provided in this quote are estimated. The contract will use the prior fiscal year's Fall student count from the appropriate California state website. This proposal was created using the dates of 7/1/2017 through 6/30/2021. Illuminate recommends the following model for Magnolia Public Schools:

Implementation Phase

QTY	PRODUCT	DESCRIPTION	LIST	UNIT	TOTAL PRICE
3,800	ISI - Licenses	Per Student Licenses - Illuminate Student Information™ (ISI)	$7.00	$0.00	$0.00
1	ISI Setup & Admin Bootcamp - Flat Rate	4-day bootcamp including pre & post-bootcamp implementation web support, guided system setup and configuration, and ISI System Admin training. Hosted at Illuminate HQ (Irvine, CA). Client responsible for travel & hotel accommodations.	$4,000.00	$4,000.00	$4,000.00
1	ISI Data Migration Bootcamp - Flat Rate	4-day bootcamp including pre & post-bootcamp implementation web support, the data migration process, and training on ISI data tools and validation logs. Hosted at Illuminate HQ (Irvine, CA). Client responsible for travel & hotel accommodations.	$1,000.00	$1,000.00	$1,000.00
5	ISI Train-the-Trainer Local (Full Day)	Full Day Train-the-Trainer On-site Training - Illuminate Student Information™ (ISI)	$1,500.00	$1,500.00	$7,500.00
1	ISI Data Migration - Additional Support		$15,000.00	$15,000.00	$15,000.00
				Total	$27,500.00

Year 1

| QTY	PRODUCT	DESCRIPTION	LIST	UNIT	TOTAL PRICE
3,800	ISI - Licenses	Per Student Licenses - Illuminate Student Information™ (ISI)	$7.00	$7.00	$26,600.00
9	ISI Master Schedule Bootcamp (Per Site)	3-day bootcamp that guides site leaders through the data-informed process of collecting course requests, building the master schedule, and scheduling students. Hosted at Illuminate HQ (Irvine, CA). Client responsible for travel & hotel accommodations.	$1,500.00	$1,500.00	$13,500.00
				Total	$40,100.00

Year 2

QTY	PRODUCT	DESCRIPTION	LIST	UNIT	TOTAL PRICE
3,800	ISI - Licenses	Per Student Licenses - Illuminate Student Information™ (ISI)	$7.00	$7.00	$26,600.00
				Total	$26,600.00

Year 3

QTY	PRODUCT	DESCRIPTION	LIST	UNIT	TOTAL PRICE
3,800	ISI - Licenses	Per Student Licenses - Illuminate Student Information™ (ISI)	$7.00	$7.00	$26,600.00
				Total	$26,600.00

STUDENT INFORMATION SYSTEM
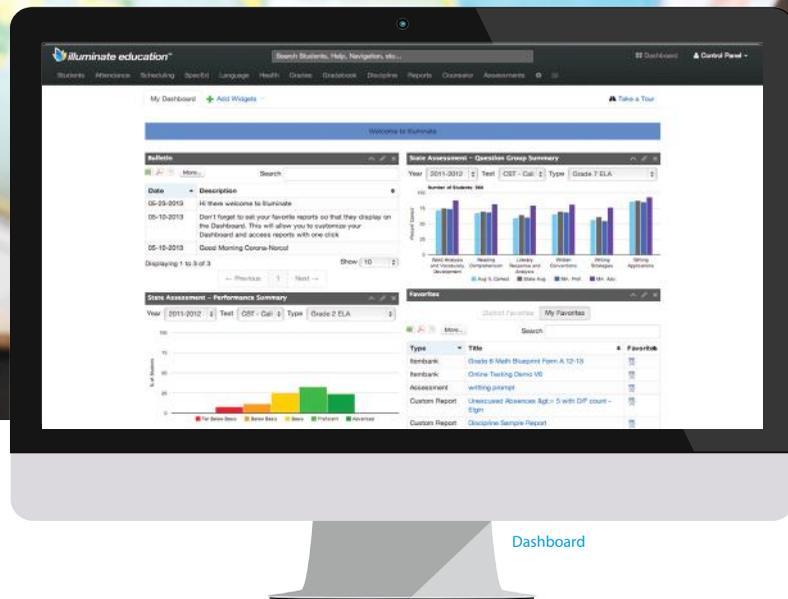
Dashboard

"When I walk into a classroom or visit a school a teacher always approaches me and says something like, 'Wow!! Illuminate is so user friendly. I love the reports, or I love the gradebook, or I love how easy report cards are now, or that assessment stuff is really cool! I can't wait to use it more.' Illuminate really is changing the face of education through technology."

Rufus Thompson
(Technology Coordinator, Mountain View School District)

Illuminate Student Information™ is the "next generation" Student Information System (SIS) that provides all district and school site staff with a single, web-based point of access to student demographics, attendance, scheduling, discipline, grades, assessment history, state reporting mandates, report cards, parent portal, student portal, gradebook, reporting, and more.

User-personalized **dashboards** with any data.

Create **custom reports/forms/letters/labels** with simple point-&-click/drag-&-drop (no queries).

Powerful and easy-to-use **master scheduler, walk-in scheduler**, and tools to give students exactly what they need.

Reduce data entry: **parent and student portals** communicate information and facilitate data entry and data validation.

Most common educator feedback: "It's just **so fast and easy to use.**"

Everything you need in an SIS, **simply** and **effectively.**

FEATURES

Attendance
- By Roster
- By Seating Chart
- Robust Attendance Reporting
- Notifications/Attendance Letters

Scheduling
- Walk-In Scheduler
- Advanced Master Scheduler
- Robust Scheduling Reports

Grades
- Notifications
- Reporting
- Incident Tracking Management
- Graduation Requirement Tracking
- Gradebook
- A-G reporting
- Customizable GPA Management
- Customizable Transcripts

Powerful Reporting
- Charting and Graphing Capabilities
- Custom Label Design and Generation
- Customizable Dashboard
- Customizable Student Profiles
- Sortable Prebuilt Reports
- Drag and Drop Customizable Form Letters
- Complete State Data and Reporting

Discipline
- Notifications
- Reporting
- Incident Tracking Management

Health
- Customizable Student Health Profiles
- Complete Immunizations Tracking and Reporting
- Blue Card
- Auditing
- Student Screening
- Mass Screening
- Health Plans

Parent & Student Portals
- Includes Parent and Student Messaging
- Includes Links to Curriculum Resources
- On-line Student Registration

Report Cards
- Standards-based/Common Core

And . . .
- Program and Intervention Management
- Custom Alerts and Notifications
- Early Warning Identification System (On Track)
- Complete RTI Functionality and Reporting
- Direct Links to Curriculum Resources
- Customizable Student Demographics Profile
- Create Unlimited Custom Demographic Data Elements
- Mass Email Notifications
- Customizable Student Registration
- Counselor Log
- Student Notes

GradeBook Module
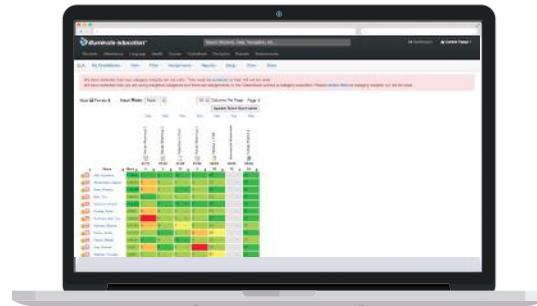
Attendance Module
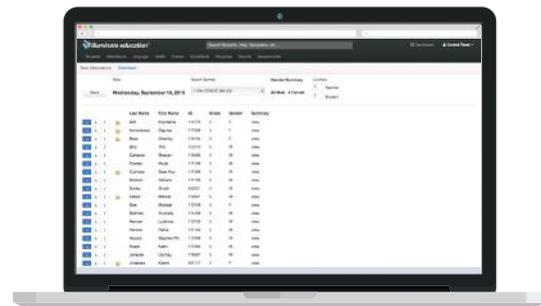
Scheduling Tool

Student Portal

illuminate education™

www.IlluminateEd.com | sales@illuminateed.com | (949) 242-0343
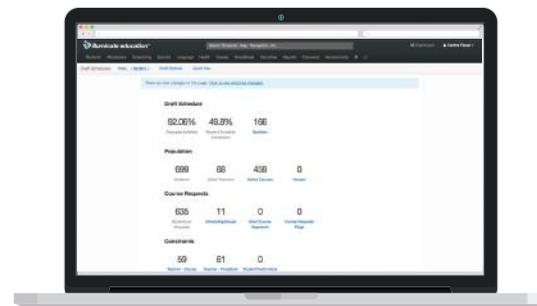
Cover Sheet

Approval of 2017-18 MPS Board of Directors Meeting Calendar

Section: II. Consent Agenda
Item: E. Approval of 2017-18 MPS Board of Directors Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: II E 2017-18 Board Meeting Calendar.pdf

Magnolia Public Schools

Board Of Directors

Board Agenda Item #	II E - Consent Item
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Caprice Young, Ed.D., CEO & Superintendent
RE:	2017-2018 Governing Board Meeting Dates

Proposed Board Recommendation

I move that the board approve the 2017-2018 Magnolia Public Schools (MPS) Governing Board Meeting Dates.

Background

Magnolia Public Schools holds regular governing board meetings at the school sites. The location of the board meetings change to meet authorizer requirements. All meetings are posted in compliance with the Brown Act. The attachment includes the proposed governing board meeting dates for the 2017-2018 school year.

Board meetings will be held the second Thursday of the month unless otherwise stated.

Budget Implications:

There are no budget implications.

Name of Staff Originator:

Dr. Caprice Young, Chief Executive Officer

Attachments:

2017-2018 MPS Board Meeting Dates

Board Calendar

2017-2018 School Year

Date	Tentative Agenda
July 13, Thursday (6:30 pm -8:30 pm) Los Angeles	– Board/Committee Calendar –
Aug. 10, Thursday (6:30 pm – 8:30 pm) Los Angeles	– – – – –
Sept. 14, Thursday (6:30 pm – 8:30pm) Los Angeles	– –
Oct. 12, Thursday (6:30 pm – 8:30 pm) Los Angeles	– MAP Results – Board Nominations
Oct. 28, Saturday (9:00 am - 4:00 pm) Los Angeles	– Board Retreat
Nov. 9, Thursday (6:30 pm – 4:30 pm) Santa Ana	– SPSA Approval – First Interim Report – Schools Audited Financial Statements – Consolidated Audited Financial Statements
Dec. 14, Thursday (6:30 pm – 8:30 pm) Los Angeles	– Compliance Monitoring Forms – School Safety Plans
Jan. 18, Thursday (6:30 pm – 8:30 pm) Los Angeles	– SARC Approval
Feb. 08, Thursday (6:30 pm – 8:30 pm) Los Angeles	– Enrollment Update – Approval of School Calendars – MAP Results – Second Interim Report
March 10, Saturday (9:00 am – 4:00 pm) Los Angeles	– Dashboard Update

www.boardontrack.com ▪ 844-BOT-TEAM (844-268-8326) ▪ info@boardontrack.com

Page 1 of 2

BoardOnTrack

April 12, Thursday (6:30 pm – 8:30 pm) San Diego	–
May 10, Thursday (8:30 am – 12:30 pm) Los Angeles	– LCAP Approvals
June 14, Thursday (6:30 pm – 8:30 pm) Los Angeles	– Student/Parent Handbook – Employee Handbook – CARS Application – EPA Spending Plans

General Notes

- All meetings will be held in person unless otherwise indicated.
- All meetings will be held on Thursdays, unless otherwise indicated.
- All meetings will be held from 6:30 pm to 8:30 pm, unless otherwise indicated.
- We are making an attempt to have a full board meeting every month.
- Any materials that the Board needs to review for decision-making or discussion purposes must be provided to the Board Chair at least one week prior to the Board meeting. All materials related to agenda items will be distributed as a package for Board review.

Cover Sheet

Approval of Certification of Signatures Form for Charter School Funds Distribution Authorization

Section: II. Consent Agenda

Item: F. Approval of Certification of Signatures Form for Charter School Funds Distribution Authorization

Purpose: Vote

Submitted by:

Related Material: II F Certification Signature Form.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # II F
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Certification of Signatures

Proposed Board Recommendation

I move that the board approve the attached Certification of Signatures Form for Charter School Funds Distribution Authorization, signatures will be valid from July 1, 2017 through June 30, 2018.

Background

In accordance with Education Codes 35143, 42632, and 42633, the Certification of Signatures form is required to formalize the personnel authorized to sign orders for salary or commercial payments, notices of employment, and contracts.

Budget Implications

None.

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

Attachments

Certification of Signatures Form

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

Magnolia Educational and Research Foundation

SCHOOL DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633
Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: _____July 1, 2017_____ to _____June 30, 2018_____

In accordance with governing board approval dated _____June 14_____ , 20 17 .

Signature _____

Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1
Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
Noel Unterburger
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Umit Yapanel, Ph.D.
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Saken Sherkhanov
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Nguyen Huynh
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Haim Beliak
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Remzi Oten, Ph.D.
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Diane R. Gonzalez
Member of the Board of Trustees/Education

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Column 2
Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME
Caprice Young, Ed.D.
TITLE CEO & Superintendent
SIGNATURE
TYPED NAME
Nanie Montijo
TITLE Chief Financial Officer
SIGNATURE
TYPED NAME
Suat Acar
TITLE Chief Operations Officer
SIGNATURE
TYPED NAME
Alfredo Rubalcava
TITLE Chief External Officer
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
One Signature	One Signature
NOTICES OF EMPLOYMENT	CONTRACTS
One Signature	One Signature

FORM NO. 503-804 Rev. 11-20-2002

Magnolia Educational and Research Foundation

SCHOOL DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633
Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: _____ June 1, 2017 _____ to _____ June 30, 2018 _____

In accordance with governing board approval dated _____ June 1 _____ , 20 __18__ .

Signature _____

Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1
Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME **Serdar Orazov**
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME **Salih Dikbas**
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education

Column 2
Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
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TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
One Signature	One Signature
NOTICES OF EMPLOYMENT	CONTRACTS
One Signature	One Signature

FORM NO. 503-804 Rev. 11-20-2002

Cover Sheet

2017-18 Certification of Assurances, Protected Prayer Certification, Application for Funding

Section: II. Consent Agenda

Item: G. 2017-18 Certification of Assurances, Protected Prayer Certification, Application for Funding

Purpose: Vote

Submitted by:

Related Material: II G 2017-18 CARS Application.pdf

![Magnolia Public Schools logo]

Board Agenda Item #	II G- Consent
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	2017-18 Certification of Assurances, Protected Prayer Certification, Application for Funding

Proposed Board Recommendation

I move that the Board approves the 2017-18 Certification of Assurances, 2017-18 Protected Prayer Certification, and 2017-18 Application for Funding as presented.

Background

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. The items required to be approved by the Board are attached herein. The documents listed above should be approved no later than June 30, 2017 for the upcoming fiscal year.

Budget Implications

None

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

Submission of Consolidated Application to CDE for all school sites as a requirement to receive categorical funds.

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

250 E. 1ˢᵗ Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

<u>Attachments</u>

2017-18 Certification of Assurances

2017-18 Protected Prayer Certification

2017-18 Application for Funding

California Department of Education   **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Certified
Saved by: Kristin Dietz
Date: 5/18/2017 5:10 PM

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/01/2017

California Department of Education   **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:10 PM

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Laura Schlottman
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/01/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education	**Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:10 PM

2017-18 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/01/2017

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant)	Yes
ESSA Sec. 1111 et seq. SACS 3010	
Title II Part A (Supporting Effective Instruction)	Yes
ESEA Sec. 2104 SACS 4035	
Title III Part A Immigrant	No
ESEA Sec. 3102 SACS 4201	
Title III Part A English Learner	Yes

California Department of Education

Consolidated Application

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:10 PM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	

California Department of Education   **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Certified
Saved by: Kristin Dietz
Date: 5/18/2017 5:11 PM

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/01/2017

California Department of Education   **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:11 PM

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Gokhan Serce
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/01/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

Report Date:5/18/2017   Page 2 of 4

R02

California Department of Education	**Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:11 PM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/01/2017

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A English Learner	Yes

Report Date:5/18/2017

R02

Page 3 of 4

California Department of Education   **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	

Report Date:5/18/2017

R02

Page 4 of 4

California Department of Education   **Consolidated Application**

Magnolia Science Academy (19 64733 6119945)

Status: Certified
Saved by: Kristin Dietz
Date: 5/18/2017 4:55 PM

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/01/2017

California Department of Education   **Consolidated Application**

Magnolia Science Academy (19 64733 6119945)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 4:52 PM

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Mustafa Sahin
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/01/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

R02

California Department of Education

Consolidated Application

Magnolia Science Academy (19 64733 6119945)

2017-18 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/01/2017

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address	
Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as LEA is an independent charter school and has its own governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A English Learner ESEA Sec. 3102 SACS 4203	Yes

California Department of Education   **Consolidated Application**

Magnolia Science Academy 2 (19 64733 0115212)

Status: Certified
Saved by: Kristin Dietz
Date: 5/18/2017 4:58 PM

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/01/2017

California Department of Education   **Consolidated Application**

Magnolia Science Academy 2 (19 64733 0115212)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 4:57 PM

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Steven Keskinturk
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/01/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education	**Consolidated Application**

Magnolia Science Academy 2 (19 64733 0115212)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 4:57 PM

2017-18 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/01/2017

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A English Learner	Yes

Report Date:5/18/2017

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Page 3 of 4

California Department of Education

Consolidated Application

Magnolia Science Academy 2 (19 64733 0115212)

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	

Report Date:5/18/2017

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California Department of Education   **Consolidated Application**

Magnolia Science Academy 3 (19 64733 0115030)

Status: Certified
Saved by: Kristin Dietz
Date: 5/22/2017 9:06 AM

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/01/2017

Report Date:5/22/2017

R02

Page 1 of 4

California Department of Education

Consolidated Application

Magnolia Science Academy 3 (19 64733 0115030)

Status: Draft
Saved by: Kristin Dietz
Date: 5/22/2017 9:06 AM

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Shandrea Daniel
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/01/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy 3 (19 64733 0115030)

Status: Draft
Saved by: Kristin Dietz
Date: 5/22/2017 9:06 AM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/01/2017

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant)	Yes
ESSA Sec. 1111 et seq. SACS 3010	
Title II Part A (Supporting Effective Instruction)	Yes
ESEA Sec. 2104 SACS 4035	
Title III Part A Immigrant	No
ESEA Sec. 3102 SACS 4201	
Title III Part A English Learner	Yes

California Department of Education

Consolidated Application

Magnolia Science Academy 3 (19 64733 0115030)

Status: Draft
Saved by: Kristin Dietz
Date: 5/22/2017 9:06 AM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	

Report Date:5/22/2017

R02

Page 4 of 4

California Department of Education   **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

<div align="right">
Status: Certified
Saved by: Kristin Dietz
Date: 5/18/2017 5:02 PM
</div>

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/01/2017

Report Date:5/18/2017   Page 1 of 4

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California Department of Education   **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:01 PM

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Lisa Ross
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/01/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:01 PM

2017-18 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/01/2017

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A English Learner	Yes

R02

California Department of Education

Magnolia Science Academy 4 (19 64733 0117622)

Consolidated Application

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:01 PM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	

Report Date:5/18/2017

R02

Page 4 of 4

California Department of Education   **Consolidated Application**

Magnolia Science Academy 5 (19 64733 0117630)

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/01/2017

California Department of Education   **Consolidated Application**

Magnolia Science Academy 5 (19 64733 0117630)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:03 PM

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Brad Plonka
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/01/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education

Consolidated Application

Magnolia Science Academy 5 (19 64733 0117630)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:03 PM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/01/2017

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A English Learner	Yes

Report Date:5/18/2017

R02

Page 3 of 4

California Department of Education

Consolidated Application

Magnolia Science Academy 5 (19 64733 0117630)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:03 PM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	

Report Date:5/18/2017

Page 4 of 4

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Certified
Saved by: Kristin Dietz
Date: 5/18/2017 5:05 PM

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/01/2017

California Department of Education   **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:05 PM

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	John Terzi
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/01/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

Report Date:5/18/2017

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:05 PM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/01/2017

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A English Learner	Yes

Report Date:5/18/2017

R02

Page 3 of 4

California Department of Education

Magnolia Science Academy 6 (19 64733 0117648)

Consolidated Application

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:05 PM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	

California Department of Education   **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Certified
Saved by: Kristin Dietz
Date: 5/18/2017 5:07 PM

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

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Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/01/2017

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:06 PM

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Fatih Metin
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/01/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education	**Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

<div align="right">

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:07 PM

</div>

2017-18 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/01/2017

District English Learner Advisory Committee (DELAC) Review

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DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
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Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A English Learner	Yes

Report Date:5/18/2017

R02

Page 3 of 4

California Department of Education

Consolidated Application

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:07 PM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	

Report Date:5/18/2017

R02

Page 4 of 4

California Department of Education   **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Certified
Saved by: Kristin Dietz
Date: 5/18/2017 5:08 PM

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/01/2017

California Department of Education   **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:08 PM

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

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The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jason Hernandez
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/01/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

Report Date:5/18/2017   Page 2 of 4

R02

California Department of Education

Magnolia Science Academy Bell (19 64733 0122747)

Consolidated Application

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:08 PM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/01/2017

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A English Learner	Yes

California Department of Education　　　　　　　　　**Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Kristin Dietz
Date: 5/18/2017 5:08 PM

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	

General Assurances 2017-18

General Assurances provided by Legal for Funding froms and tools.

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)

2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.

3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.

4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.

5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)

6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 11 §1118(b)(1))

7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.

8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)

9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)

10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary

deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 2 CFR 200.333)

11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)

12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.

13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)

14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §6318; PL 111-95, §1116(b)(4))

15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 11-95, §8524 and 20 USC §7904.

16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 11-95, §1117(d)(1))

17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B); PL 114-95, §8306)

18. The LEA will participate in the California Assessment of Student Performance and Progress. EC §60640, et seq.)

19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))

20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of *EC* Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective

communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)

21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)

22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)

23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002)

24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))

25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (*EC* §48438)

26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management Web page at https://www.sam.gov/portal/SAM/#1.

Questions: Education Data Office I conappsupport@cde.ca.gov I 916-319-0297
Last Reviewed: Tuesday, May 16, 2017

Cover Sheet

Approval of 2017-18 EPA Spending Plans for all MPS

Section: II. Consent Agenda
Item: H. Approval of 2017-18 EPA Spending Plans for all MPS
Purpose: Vote
Submitted by:
Related Material: II H 2017-18 EPA Spendng Plans.pdf

Board Agenda Item #	Agenda II. H
Date:	June 14, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Approval of Revised Education Protection Account (EPA)

Proposed Board Recommendation

I move that the Board of Directors approve the Education Protection Account Expenses as presented.

Background

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement.

Proposition 30 provides that all K-14 local education agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

• The spending plan must be approved by the governing board during a public meeting.
• EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. (Refer to the attached list of functions for which EPA funds may be used.)
• Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Budget Implications

EPA expense will be funded with general purpose state aid funding pursuant to Proposition 30.

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

<u>Attachments</u>

Resolution Regarding the Educational Protection Account

2017-18 MPS Education Protection Account

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT
MAGNOLIA PUBLIC SCHOOLS

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1.   The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Magnolia Public Schools;

2.   In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Magnolia Public Schools has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____
Board Secretary

2016-17 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

MSA-1

Expenditures through: June 30, 2017

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	741,455.49
Federal Revenue	8100-8299	-
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	-
All Other Financing Sources and Contributions	8900-8999	-
Deferred Revenue	9650	-
TOTAL AVAILABLE		741,455.49
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	741,455.49
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	-
AU of a Multidistrict SELPA	2200	-
Instructional Library, Media, and Technology	2420	-
Other Instructional Resources	2490-2495	-
School Administration	2700	-
Pupil Services		
Guidance and Counseling Services	3110	-
Psychological Services	3120	-
Attendance and Social Work Services	3130	-
Health Services	3140	-
Speech Pathology and Audiology Services	3150	-
Pupil Testing Services	3160	-
Pupil Transportation	3600	-
Food Services	3700	-
Other Pupil Services	3900	-
Ancillary Services	4000-4999	-
Community Services	5000-5999	-
Enterprise	6000-6999	-
General Administration	7000-7999	-
Plant Services	8000-8999	-
Other Outgo	9000-9999	741,455.49
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

2016-17 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

MSA-2

Expenditures through: June 30, 2017

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	-
Revenue Limit Sources	8010-8099	657,483.49
Federal Revenue	8100-8299	-
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	-
All Other Financing Sources and Contributions	8900-8999	-
Deferred Revenue	9650	-
TOTAL AVAILABLE		657,483.49
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	657,483.49
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	-
AU of a Multidistrict SELPA	2200	-
Instructional Library, Media, and Technology	2420	-
Other Instructional Resources	2490-2495	-
School Administration	2700	-
Pupil Services		
Guidance and Counseling Services	3110	-
Psychological Services	3120	-
Attendance and Social Work Services	3130	-
Health Services	3140	-
Speech Pathology and Audiology Services	3150	-
Pupil Testing Services	3160	-
Pupil Transportation	3600	-
Food Services	3700	-
Other Pupil Services	3900	-
Ancillary Services	4000-4999	-
Community Services	5000-5999	-
Enterprise	6000-6999	-
General Administration	7000-7999	-
Plant Services	8000-8999	-
Other Outgo	9000-9999	657,483.49
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

2016-17 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

MSA-3

Expenditures through: June 30, 2017

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	-
Revenue Limit Sources	8010-8099	603,366.49
Federal Revenue	8100-8299	-
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	-
All Other Financing Sources and Contributions	8900-8999	-
Deferred Revenue	9650	-
TOTAL AVAILABLE		603,366.49
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	603,366.49
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	-
AU of a Multidistrict SELPA	2200	-
Instructional Library, Media, and Technology	2420	-
Other Instructional Resources	2490-2495	-
School Administration	2700	-
Pupil Services		
Guidance and Counseling Services	3110	-
Psychological Services	3120	-
Attendance and Social Work Services	3130	-
Health Services	3140	-
Speech Pathology and Audiology Services	3150	-
Pupil Testing Services	3160	-
Pupil Transportation	3600	-
Food Services	3700	-
Other Pupil Services	3900	-
Ancillary Services	4000-4999	-
Community Services	5000-5999	-
Enterprise	6000-6999	-
General Administration	7000-7999	-
Plant Services	8000-8999	-
Other Outgo	9000-9999	603,366.49
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

2016-17 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

MSA-4

Expenditures through: June 30, 2017

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	-
Revenue Limit Sources	8010-8099	261,084.10
Federal Revenue	8100-8299	-
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	-
All Other Financing Sources and Contributions	8900-8999	-
Deferred Revenue	9650	-
TOTAL AVAILABLE		261,084.10
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	261,084.10
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	-
AU of a Multidistrict SELPA	2200	-
Instructional Library, Media, and Technology	2420	-
Other Instructional Resources	2490-2495	-
School Administration	2700	-
Pupil Services		
Guidance and Counseling Services	3110	-
Psychological Services	3120	-
Attendance and Social Work Services	3130	-
Health Services	3140	-
Speech Pathology and Audiology Services	3150	-
Pupil Testing Services	3160	-
Pupil Transportation	3600	-
Food Services	3700	-
Other Pupil Services	3900	-
Ancillary Services	4000-4999	-
Community Services	5000-5999	-
Enterprise	6000-6999	-
General Administration	7000-7999	-
Plant Services	8000-8999	-
Other Outgo	9000-9999	261,084.10
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

2016-17 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

MSA-5

Expenditures through: June 30, 2017

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	-
Revenue Limit Sources	8010-8099	238,000.25
Federal Revenue	8100-8299	-
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	-
All Other Financing Sources and Contributions	8900-8999	-
Deferred Revenue	9650	-
TOTAL AVAILABLE		238,000.25
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	238,000.25
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	-
AU of a Multidistrict SELPA	2200	-
Instructional Library, Media, and Technology	2420	-
Other Instructional Resources	2490-2495	-
School Administration	2700	-
Pupil Services		
Guidance and Counseling Services	3110	-
Psychological Services	3120	-
Attendance and Social Work Services	3130	-
Health Services	3140	-
Speech Pathology and Audiology Services	3150	-
Pupil Testing Services	3160	-
Pupil Transportation	3600	-
Food Services	3700	-
Other Pupil Services	3900	-
Ancillary Services	4000-4999	-
Community Services	5000-5999	-
Enterprise	6000-6999	-
General Administration	7000-7999	-
Plant Services	8000-8999	-
Other Outgo	9000-9999	238,000.25
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

2016-17 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

MSA-6

Expenditures through: June 30, 2017

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	-
Revenue Limit Sources	8010-8099	251,310.90
Federal Revenue	8100-8299	-
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	-
All Other Financing Sources and Contributions	8900-8999	-
Deferred Revenue	9650	-
TOTAL AVAILABLE		251,310.90
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	251,310.90
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	-
AU of a Multidistrict SELPA	2200	-
Instructional Library, Media, and Technology	2420	-
Other Instructional Resources	2490-2495	-
School Administration	2700	-
Pupil Services		
Guidance and Counseling Services	3110	-
Psychological Services	3120	-
Attendance and Social Work Services	3130	-
Health Services	3140	-
Speech Pathology and Audiology Services	3150	-
Pupil Testing Services	3160	-
Pupil Transportation	3600	-
Food Services	3700	-
Other Pupil Services	3900	-
Ancillary Services	4000-4999	-
Community Services	5000-5999	-
Enterprise	6000-6999	-
General Administration	7000-7999	-
Plant Services	8000-8999	-
Other Outgo	9000-9999	251,310.90
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

2016-17 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

MSA-7

Expenditures through: June 30, 2017

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	-
Revenue Limit Sources	8010-8099	387,438.36
Federal Revenue	8100-8299	-
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	-
All Other Financing Sources and Contributions	8900-8999	-
Deferred Revenue	9650	-
TOTAL AVAILABLE		387,438.36
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	387,438.36
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	-
AU of a Multidistrict SELPA	2200	-
Instructional Library, Media, and Technology	2420	-
Other Instructional Resources	2490-2495	-
School Administration	2700	-
Pupil Services		
Guidance and Counseling Services	3110	-
Psychological Services	3120	-
Attendance and Social Work Services	3130	-
Health Services	3140	-
Speech Pathology and Audiology Services	3150	-
Pupil Testing Services	3160	-
Pupil Transportation	3600	-
Food Services	3700	-
Other Pupil Services	3900	-
Ancillary Services	4000-4999	-
Community Services	5000-5999	-
Enterprise	6000-6999	-
General Administration	7000-7999	-
Plant Services	8000-8999	-
Other Outgo	9000-9999	387,438.36
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

2016-17 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

MSA-8

Expenditures through: June 30, 2017

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	-
Revenue Limit Sources	8010-8099	657,308.73
Federal Revenue	8100-8299	-
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	-
All Other Financing Sources and Contributions	8900-8999	-
Deferred Revenue	9650	-
TOTAL AVAILABLE		657,308.73
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	657,308.73
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	-
AU of a Multidistrict SELPA	2200	-
Instructional Library, Media, and Technology	2420	-
Other Instructional Resources	2490-2495	-
School Administration	2700	-
Pupil Services		
Guidance and Counseling Services	3110	-
Psychological Services	3120	-
Attendance and Social Work Services	3130	-
Health Services	3140	-
Speech Pathology and Audiology Services	3150	-
Pupil Testing Services	3160	-
Pupil Transportation	3600	-
Food Services	3700	-
Other Pupil Services	3900	-
Ancillary Services	4000-4999	-
Community Services	5000-5999	-
Enterprise	6000-6999	-
General Administration	7000-7999	-
Plant Services	8000-8999	-
Other Outgo	9000-9999	657,308.73
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

2016-17 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

MSA-SA

Expenditures through: June 30, 2017

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	-
Revenue Limit Sources	8010-8099	102,290.00
Federal Revenue	8100-8299	-
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	-
All Other Financing Sources and Contributions	8900-8999	-
Deferred Revenue	9650	-
TOTAL AVAILABLE		102,290.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	102,290.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	-
AU of a Multidistrict SELPA	2200	-
Instructional Library, Media, and Technology	2420	-
Other Instructional Resources	2490-2495	-
School Administration	2700	-
Pupil Services		
Guidance and Counseling Services	3110	-
Psychological Services	3120	-
Attendance and Social Work Services	3130	-
Health Services	3140	-
Speech Pathology and Audiology Services	3150	-
Pupil Testing Services	3160	-
Pupil Transportation	3600	-
Food Services	3700	-
Other Pupil Services	3900	-
Ancillary Services	4000-4999	-
Community Services	5000-5999	-
Enterprise	6000-6999	-
General Administration	7000-7999	-
Plant Services	8000-8999	-
Other Outgo	9000-9999	102,290.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

2016-17 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

MSA-SD

Expenditures through: June 30, 2017

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	-
Revenue Limit Sources	8010-8099	623,404.04
Federal Revenue	8100-8299	-
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	-
All Other Financing Sources and Contributions	8900-8999	-
Deferred Revenue	9650	-
TOTAL AVAILABLE		623,404.04
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	623,404.04
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	-
AU of a Multidistrict SELPA	2200	-
Instructional Library, Media, and Technology	2420	-
Other Instructional Resources	2490-2495	-
School Administration	2700	-
Pupil Services		
Guidance and Counseling Services	3110	-
Psychological Services	3120	-
Attendance and Social Work Services	3130	-
Health Services	3140	-
Speech Pathology and Audiology Services	3150	-
Pupil Testing Services	3160	-
Pupil Transportation	3600	-
Food Services	3700	-
Other Pupil Services	3900	-
Ancillary Services	4000-4999	-
Community Services	5000-5999	-
Enterprise	6000-6999	-
General Administration	7000-7999	-
Plant Services	8000-8999	-
Other Outgo	9000-9999	623,404.04
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

Cover Sheet

Approval of 2017-18 Facility Lease Agreement for MSA 7

Section: II. Consent Agenda
Item: I. Approval of 2017-18 Facility Lease Agreement for MSA 7
Purpose: Vote
Submitted by:
Related Material: II I 2017-18 MSA 7 Lease Agreement.pdf

Board Agenda Item #	Agenda # II I
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Frank Gonzalez, Chief Growth Officer
RE:	MSA 7 Lease Agreement Extension

Proposed Board Recommendation

I move that the board authorize the CEO to execute the lease agreement extension for MSA 7 for the next five (5) years beginning with the 2017-2018 school year.

Background

This is the renewal of the lease agreement for the MSA 7 site at 18355 Roscoe Blvd., Northridge, CA 91325. The Lessor is LIFEhouse Church.

Budget Implications

The lease costs have been reviewed and included in the school's annual budget.

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

This lease will allow MSA 7 to continue to provide a safe and convenient facility for students attending the school.

Name of Staff Originator:

Frank Gonzalez, Chief Growth Officer

Attachments

Lease

Lease Extension Terms (2017-2022)

Magnolia Science Academy 7
Lease Extension Terms
2017-2022

The following lease extension terms and conditions shall be incorporated as an exhibit to the executed lease between Lessor, First Lutheran Church of Northridge (LIFEhouse Church), and Lessee, Magnolia Science Academy 7, for premises located at 18355 Roscoe Blvd., Northridge, California, 91325.

Rent Schedule
In continuing the established rental increases of 3% per year in the lease, below is a schedule of the monthly lease amounts due by year, beginning August 1st of each year.

August 1, 2017: $20,866.93 / month
August 1, 2018: $21,492.94 / month
August 1, 2019: $22,137.73 / month
August 1, 2020: $22,801.86 / month
August 1, 2021: $23,485.92 / month

Security Deposit
The security deposit will need to be updated to the monthly lease amount of the fifth year of the lease extension, 2021, per the terms in the lease agreement. The original deposit was $20,259.16. This amount will be updated to $23,485.92. The difference of $3,226.76 shall be deposited with Lessor via a check.

Additional Costs
Trash Collection
MSA-7 has had a fixed rate of $634.02 per month for trash bin collection. Trash shall be $634.02/month until August 1, 2017.   The amount will be adjusted according to the new contract with the trash collection service provider.

Recycling Bin
As of August 1, 2017 the cost of the city required recycling bin will be split 50/50. Based on the current rate, the school portion would be $50.50/month. The amount will be adjusted according to the new contract with the trash collection service provider.

Maintenance Personnel
The wage for maintenance personnel shall be $16 per hour. The school shall pay $11,232/year or $936/month.

Air Conditioning
The A/C monthly reimbursement of $41.66 will remain the same through mid-2025 per our agreement when it will be paid in full. These costs will cover the replacement of defective units per the lease agreement terms.

Signed,

_____   _____
Dr. Caprice Young   Dana Hanson
President and CEO   Pastor
Magnolia Public Schools   LIFEhouse Church

_____   _____
Date   Date
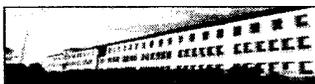
SCHOOL **B**ROKERAGE

BUSINESS AND **R**EAL **E**STATE
SERVICES FOR SCHOOLS

Addendum to Lease The following is an addendum to the lease dated December 1, 2011 between First Lutheran Church of Northridge ("Lessor") and Magnolia Science Academy - 7 ("Lessee") for the school premises located at: 18355 Roscoe Blvd. Northridge, CA 91325. The terms and conditions herein supersede the terms of the lease. In the event of conflict between the terms on the lease and those on this addendum, the terms of addendum will prevail.

LEASE TERMS:

1. January 1, 2012 through July 31, 2012, monthly rental rate shall be $14,000 per month.

   Annual base rent and rental increases shall be 3% annually beginning per the below five year schedule.

   > August 1, 2012: $18,000/month
   > August 1, 2013: $18,540/month
   > August 1, 2014: $19,096.20/month
   > August 1, 2015: $19,669.09/month
   > August 1, 2016: $20,259.16/month

2. Lessee shall have a five year lease with two five year renewal options. As long as Lessee is not in breach of contract and has abided by all the terms stated in this lease, Lessee shall have the right to exercise the renewal option by sending a written request to Lessor six months prior to the end of the lease term.

3. Upon lease execution lessee shall deliver security deposit equal to last month's rent of $20,259.16 as well as first month rent of $14,000 for a total of $34,259.16.

PROPERTY TAX:

4. Lessee shall seek property tax exemption under nonprofit status.

MAINTENANCE/UTILITIES:

5. Beginning January 1, 2012, Lessee shall be responsible for all of its own utilities, including electrical, gas, trash, telephone, cable, internet, alarm system, etc. The school building and grounds has its own set of utility meters:
   - Water meters = #CAN 1058588361 and #CAN 1058580476
   - Electric = #CAN 10583141131
   - Gas = #10911207008
   - Trash- To be determined

6. Beginning January 1, 2012, Lessee shall be responsible for its own janitorial expenses and supplies. Additionally, beginning January 1, 2012, Lessee agrees to pay current "maintenance team" $10,000 per year –

S. B.

paid monthly in exchange for 13.5 hours per week (between 8:00am and 12:00pm Monday - Friday) of maintenance/upkeep of school grounds.

Maintenance Team duties are:

- Light janitorial and light maintenance:
- Cleaning the driveways and parking lot in the mornings
- Making sure that the playgrounds are clean and clear of debris
- Light plumbing
- Light cleaning of inside and outside of school buildings
- Fixing small problems such as doing paint work, handiwork, etc.

7. Lessor shall be responsible for the structural maintenance of the property and buildings (roof, walls, playgrounds and parking surfaces. Lessee shall be responsible for routine maintenance of A/C, plumbing in Lessee's buildings and any repairs and damages caused to the property by one of its agents, students, parents, and staff.

SUBLET/ASSIGNEMENT

8. In addition to the language in the lease regarding subletting, the following shall be added: Lessor shall not unreasonably withhold approval of Lessee's sublessee if the sublessee meets and complies with the terms of this lease and contingent upon Lessor's approval of sublessee's finances.

TENANT IMPROVEMENTS:

9. Lessee shall be responsible for all tenant improvements, permits and upgrades necessary in order to obtain required approvals from all government agencies. Lessee shall be responsible for performing all tenant improvements according current codes.

CONDITION OF PREMISES:

10. Lessor shall deliver the Premises in its current "AS IS" Condition with all mechanical, plumbing, electrical systems in good working order.

SIGNAGE:

11. Lessor shall permit Lessee at Lessee's sole cost and expense, with Lessor's approval in regards to size, placement and content, to install signage facing Roscoe Blvd, in compliance with Los Angeles City and County regulations.

PARKING AND SHARED USE:

12. Shared use shall mean the following: Lessee has reasonable access and use of the property 24 hours a day, 7 days a week, with the exception of using the field, court, and playgrounds from 5:00pm on Friday thru 6:00am on Monday. If Lessee wishes to use property (field. court and playground) during those times, Lessee must obtain

prior written permission from Lessor. Lessee shall allow Lessor, for the Lessor's own purposes, per the following:

- Three weekday nights from 6:30pm – 9:00pm – Multipurpose Room, Two Classrooms, Restrooms, Courts and Field.
- Saturday mornings from 9:00am – 12:00pm – Two Classrooms.
- Sunday mornings from 8:00am – 1:00pm – Multipurpose Room, Two Classrooms and Restrooms.

Lessor shall clean classrooms, multipurpose room and restrooms, immediately after their use. Lessor shall be responsible for any lost, broken or damaged items resulting from the use of the multipurpose room, classrooms, restrooms, courts and field.

Lessor shall work with Lessee in regards to the above shared use, so as to enable Lessee's uses are met.

Lessee shall not deny Lessor access to the pre-school. Such access is through the sports courts and parking lot and Lessor shall have that unrestricted access 24/7.

13. Lessee shall have unrestricted use of the parking during regular school hours so as to conduct regular school business (drop off- pick up- staff parking). Use of the parking lot for " after school programs" during weekends and after school hours which could have an impact on the Church's use of the parking lot, shall be discussed by Lessee and Lessor prior to such events being held. Lessor shall not unreasonably withhold such approval.

FINANCIAL STATEMENTS:

14. Supply us with financial statements showing Magnolia's ability to maintain the school at the 279 CUP maximum enrollment.

15. Lessor shall be responsible for any physical alternations that need to be made to the property/parking as mandated by the CUP. Lessee shall be responsible for adhering to the conditions imposed by the CUP.

REPRESENTATION AND BROKERAGE FEES:

16. Katalina Klein –School Brokerage is the brokerage representing Lessor and shall be receiving a commission equal to 2% ($24,895.47) of the first term value of the lease paid in full upon execution of lease documents. Kismet Investment Properties Inc. is the brokerage representing the Lessee and shall receive a commission from the Lessor in the amount of 2% of the total value of the first term of the lease, payable in full upon execution of lease documents. [$1,244,773.40 (first term value) x 2% = $24,895.47]

In addition Kismet Investment Properties Inc. shall receive a commission from the Lessee in the amount of 0.5% of the total value of the first term of the lease upon execution of the lease.

First Lutheran Church, Northridge:

By: _____

Date: 12/21/11

Magnolia Science Academy -7:

By: _____

Date: 12/20/2011

Cover Sheet

2017-18 MSA-6 Facility Lease Agreement

Section:
Item:
Purpose:
Submitted by:
Related Material:

II. Consent Agenda
J. 2017-18 MSA-6 Facility Lease Agreement
Vote

II J MSA 6 Lease Agreement 2017-18.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # II J
Date:	June 1, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Frank Gonzalez, Chief Growth Officer
RE:	MSA 6 Lease Agreement

Proposed Board Recommendation
I move that the board authorize the CEO to execute the lease agreement for MSA 6 for the 2017-2018 school year.

Background
This is the annual renewal of the lease agreement for the MSA 6 site at 3754 Dunn Street, Los Angeles, CA. The Lessor is the First Lutheran Church of Culver City and Palms.

Budget Implications (CFO to review)
The lease amount has been reviewed and included in the school's annual budget.

How Does This Action Relate/Affect/Benefit All MSAs?
This lease will allow MSA 6 to continue to provide a safe and convenient facility for students attending the school.

Name of Staff Originator:
Frank Gonzalez, Chief Growth Officer

Attachments
2017-2018 Lease

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LEASE AGREEMENT

On the First Day of August, in the year Two Thousand and Seventeen, at Los Angeles, California, the First Lutheran Church of Culver City and Palms, a California religious corporation ("Lessor"), agrees to a Lease Agreement with Magnolia Science Academy 6, operated by Magnolia Public Schools, a California non-profit corporation ("Lessee"), of that certain real property commonly referred to as 3754 Dunn Drive, Los Angeles, CA 90034, with certain designated rights to use the adjoining parking lot and playground (altogether the "Premises").

LEASE TERMS

1. Term of Tenancy: The term of this lease shall be for one (1) year.

2. Rent: Lessee agrees to pay rent in the amount of One Hundred Fourteen Thousand Dollars ($114,000), which shall be payable:
   a. $9,500 payable monthly, beginning August 1, 2017. Rent payments are due and payable on the first (1st) day of each and every month.
   b. If rent due from Lessee is not received by the Lessor within ten (10) days after the due date, Lessee shall pay to Lessor the additional sum of six percent (6%) of the base rent due as a late charge, which shall be deemed additional rent.

3. Parking spaces: Lessee is entitled to the exclusive use of 13 parking spaces in the adjacent parking lot.

4. Playground: Lessee will utilize the playground for all educational and recreational purposes.

5. Lessee will, subject to the terms of this Lease, at all times during the Term have peaceful and quiet enjoyment of the Premises.

6. Lessor will ensure that the facility is in good working order. Lessee will promptly notify Lessor of any issue that needs to be addressed.

7. Lessee has the right to utilize the facility for school use Monday-Saturdays during normal business hours.

8. Lessee and Lessor commit to clear and open communication as needed to maintain a productive Tenant-Landlord relationship.

Page 1 of 2

WITNESSETH:

Lessor:
First Lutheran Church of Culver City and Palms

By:

_____,   4/17/2017
Ruth L Gilbert, Fiscal Officer   Date

By:

_____,   4/17/2017
Melvin Gilliard, Executive Director   Date

Lessee:
Magnolia Science Academy 6

By:

_____
                                                          Date

By:

_____   4/17/17
John Terzi, Principal   Date

Page 2 of 2

Cover Sheet

Approval of 2017-18 Master List Contracts

Section: II. Consent Agenda
Item: K. Approval of 2017-18 Master List Contracts
Purpose: Vote
Submitted by:
Related Material: II K Ongoing Contracts.pdf

Board Agenda Item #	Agenda # II K
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	2017-18 Ongoing Contracts

Proposed Board Recommendation

It is recommended that the governing board approve the ongoing contracts for fiscal year 2017-2018 as listed in the attached document.

Background

The board approves all ongoing contracts annually.

Budget Implications

All the contracts and agreements in the list are included in the proposed 2017-2018 budgets.

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

The contracts and agreements provides services needed by our schools to better serve our students and necessary for MPS' the day to day operations.

Name of Staff Originator:

Caprice Young, CEO and Nanie Montijo, CFO

Attachments

List of Ongoing Contracts and Agreements for 2017-18

Magnolia Public Schools
Master List of Contracts
FY 2017-18

Vendor Name	Location	Service Description
21st Century Staffing LLC	Multiple	Sub costs
ARC	Multiple	After School Programs
Bob Burke & Company	MERF	Consulting
CharterSafe	Multiple	Insurance Services
ChildCare Careers LLC dba The Education Team	Multiple	Sub costs
Dave Cunningham & Associates	MERF	Consulting
Edge Foundation	Multiple	Educational services
EdTec	MERF	Back-Office financial reporting/compliance
Educational Networks	Multiple	Website Management service provider
Kajima Development Corporation	MERF	Rent
Larson Communications	MERF	Communications consulting
Los Angeles Unified School District	Multiple	Facility MOU's
LA Café	Multiple	LAUSD Food services
Luxor Properties, Inc.	MSA-1	Loan payment - interest only through November 2017 (pending financing completion)
Mission View Public Schools MOU	Multiple	Summer Program (No cost related)
Partnership for LA Schools (Parent College)	Multiple	Parent Empowerment program
Spivak, Michael (1099-1)	MSA-1	Loan interest - gym through November 2017 (pending financing completion)
TeachBoost	Multiple	Staff evaluation software
Torres, S. Arnoldo	MERF	Consulting
Vavrinek, Trine, Day & Co., LLP	Multiple	Audit services

Legal services:

Law Offices of William M. Nassar & Assoc.	MERF	Legal services
Law Offices of Young, Minney & Corr. LLP	Multiple	Legal services (including an increase of $10 per hour effective July 1, 2017)
Musick, Peeler & Garrett LLP	Multiple	Legal services

![Magnolia Public Schools logo]

MAGNOLIA
PUBLIC SCHOOLS

June 8, 2017

RE: <u>**2017-18 Ongoing Contracts**</u>

This is to support Board Agenda Item # II. K .

Per MPS Financial Policies and Procedure, PUR 107, RFP process is required for all contracts exceeding $25,000. However, MPS PUR107 (2.1) states that noncompetitive negotiations may be used for procurement in excess of $25,000 when bidding or competitive negotiations are not feasible. MPS may purchase goods and services through noncompetitive negotiations when it is determined in writing by the Chief Executive Officer that competitive negotiation or bidding is not feasible and that:

- An emergency exists which will cause public harm as a result if the delay caused by following competitive purchasing procedures. or
- The product or service ca be obtained inly from one source, or
- The contract is for purchase of perishable items purchased on a weekly or more frequent basis, or
- Only one satisfactory proposal is received through RFP, or
- The charter authorizer has authorized the particular type of non-competitive negotiation

Professional services from specialty vendors are contracted to assist MPS staff in the charter renewal processes. Legal Services must have continuation; any interruption may affect ongoing cases from prior years.

Dr. Caprice Young
CEO and Superintendent

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Cover Sheet

2017-18 Educational Facility Group Contract

Section:	II. Consent Agenda
Item:	L. 2017-18 Educational Facility Group Contract
Purpose:	Vote
Submitted by:	
Related Material:	II L 2017-18 Educational Facility Group Contract.pdf

Board Agenda Item #	Agenda # II L
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	Educational Facilities Group Contract (Confidential Board Report includes Competitive Financial Information)

Proposed Board Recommendation

I move that the board authorize the CEO or a designee to execute the contract for Educational Facilities Group for facilities development and support services.

Background

Educational Facilities Group (EFG) is a unique company in that it provides comprehensive facilities support services to charter schools. Their unique experience in the areas of education reform, charter school policy and facilities development allow them to provide a wide range of expertise in the areas of project planning and execution, charter school facilities funding, engagement with the public and private sector and integrated school facilities development.

EFG began working with Magnolia Public Schools in February 2015.   The initial scope of work was to complete the Santa Ana state bond funded project and support the organization in Proposition 39 negotiations with multiple school districts.

The facilities support services that EFG provides were significantly expanded for the 16-17 school year as they took over a majority of facilities related support services including long term planning and construction of three facilities projects totaling over $20M dollars; applications for various state facilities funding programs; bringing all school facilities into legal and policy compliance, and additional duties.

The proposed contract for the 2017-2018 school year further expands the services to be provided by EFG so that all facilities related services are provided by the company. This is necessary in order to approach facilities in an integrated and seamless manner. The scope of work will increase the level of support services that are provided to all Magnolia schools, ensure that projects are planned and executed in a timely manner and make certain that resources and costs are affordable and within organizational and school level budget

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parameters.

As is evident from the foregoing, EFG has essentially been serving as Magnolia's Facilities Department. Additional details on the proposed scope of work can be found in the Scope of Work Overview, and in the full proposed contract, which are attached to this report.

In order to accomplish the work, EFG will have two additional individuals work on Magnolia facilities projects and support services. In addition to Frank Gonzalez, acting Chief Growth Officer, EFG will have the following individuals directly work with Magnolia:

- Ms. Kathy Dominguez, COO, who has over fifteen years of experience leading educational organizations in the areas of leading cross functional teams, operations, budgeting and fundraising. She was most recently Executive Director of CollegeSpring, a leading nonprofit organization providing college access support services to high school students.
- Mr. Steve Vigil, Senior Project Manager, who has over fifteen years of experience in the areas of integrated planning, contract negotiations and project management. He most recently held leadership positions with the United Nations and multiple international NGO's leading infrastructure projects throughout Africa, the Middle East and Asia.

Budget Implications (CFO to review)
The proposed contract will increase the services provided by EFG consistent with the attached scope of work. All costs will be capitalized proportionately to multiple facilities projects and to schools receiving services. Educational Facilities Group provides the greatest value for their services. Please see the chart titled "Competitor Analysis: Value Add" for additional details.

How Does This Action Relate/Affect/Benefit All MSAs?
This contract will allow all Magnolia schools to have high quality facilities planning, construction and support services.

Name of Staff Originator:
Suat Acar, Chief Operations Officer
Attachments:
Educational Facilities Group Contract, 2017-2018 school year
Scope of Work and Competitive Value Add Analysis

Cover Sheet

Approval of Letter of Intent to Exit from the LAUSD SELPA

Section: II. Consent Agenda
Item: M. Approval of Letter of Intent to Exit from the LAUSD SELPA
Purpose: Vote
Submitted by:
Related Material: II M LAUSD SELPA Exit Letter.pdf

Board Agenda Item #	Agenda # II M
Date:	6/14/17
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Letter of Intent to Exit SELPA

Proposed Board Recommendation

I move that the board approve the Letter of Intent to exit the Charter Operated Program Special Education Local Plan Area (SELPA).

Background

Attached is a template letter for schools to provide the required written notice to our current SELPA (COP3 in LAUSD) and the CDE. In California, if our school is considering LEA membership, for special education purposes, in a new SELPA, it is the interpretation of the CDE that we must submit a "year and a day notice" to our current SELPA (the LAUSD SELPA, which we belong to now as a "school of the District") by June 30th of the year preceding the year we wish to join a new SELPA. This means that in order to join a new SELPA for the 2018-2019 school year, we need to alert the CDE and LAUSD's SELPA with an "Intent to Exit" letter. This action is non-binding, but ensures that we maintain all options available.   For more information see the CDE's interpretation of Education Code 56195.3(b) This is a standard part of our annual special education funding negotiations process, but is also required in case MSA 4 and 5 end up being authorized by the Los Angeles County Office of Education or the CDE.

Budget Implications

None at this time

Name of Staff Originator:

Victoria Marzouk, Director of Special Programs

Attachments

Letter of Intent to Exit SELPA

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

June 1, 2017

Beth Kauffman

Associate Superintendent

Division on Special Education

Los Angeles Unified School District

333 South Beaudry Ave, 17th Floor

Los Angeles, CA 90017

Beth.kauffman@lausd.net

Dear Dr. Kauffman,

Over the past several years, the partnership between the Los Angeles Unified School District ("LAUSD") and charter schools in the area of special education has become an extraordinary model in innovation and collaboration. On behalf of the charter schools participating in the Charter Operated Program, Option 3 ("COP3"), I am writing to express our gratitude for this ongoing collaboration.

Since its implementation, COP3 has led to the development of a local charter school special education infrastructure which has enabled participating charter schools to provide an expanded range of innovative and high-quality special education services and to increase the number and range of students with disabilities that they serve. The percentage of students with disabilities served by the 139 participating charter schools has increased over 40% since its inception (11.5% of total enrollment in 2016-17), and the relative proportion of students with low incidence disabilities has increased by over 90% since its inception (2.3% of total enrollment in 2016-17). This data demonstrates the strength in the partnership as well as supports the fact that increased autonomy leads to an increase in both the numbers and the range of disabilities represented.

Nevertheless, we recognize that special education arrangements within the LAUSD SELPA are subject to change. For this reason, charter schools must take steps necessary to preserve their autonomy and infrastructure by maintaining the ability to exit the SELPA should such action be in the best interest of the charter schools and their students.

Please accept this letter as notification that the undersigned charter schools reserve the right to exit the LAUSD SELPA effective July 1, 2018.

Please note that this notice is not binding upon the undersigned charter schools. If, in consideration of all options, the charter schools find that it is not in the best interest of their students to exit the SELPA, they will remain with the LAUSD SELPA for the 2018-19 fiscal year.

We look forward to ongoing engagement and collaboration.

Brian Bauer
Board President
LAUSD Charter Operated Program, Option 3
Executive Director, Granada Hills Charter High School

cc: Michelle King, Superintendent
Jose Cole-Guttierez, Charter Schools Division, LAUSD
Members of the LAUSD Board of Education
Alexa Slater, California Department of Education
Gina Plate, California Charter Schools Association

Cover Sheet

Approval of Investment Policy for all MPS

Section: II. Consent Agenda
Item: N. Approval of Investment Policy for all MPS
Purpose: Vote
Submitted by:
Related Material: II N Investment Policy.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # II N
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Investment Policy

Proposed Board Recommendation

It is recommended that the MPS Board of Directors approve the proposed Investment Policy ("Policy") for Magnolia Public Schools ("MPS") and recommend approval of the creation of the Oversight Committee upon approval of policy.

Background

This policy establishes investment objectives, guidelines and processes related to all assets held by MPS, primarily for investment purposes. In doing so, the Policy:

Clarifies the delegation of duties and responsibilities concerning the management of the investments.

Communicates the objectives to the governing board, staff, investment managers, brokers, donors and funding sources that may have involvement.

Confirms policies and procedures relative to the expenditure of investment funds

Serves as a review document to guide the ongoing oversight of the management of MPS investments.

MPS' investment process and policy is subject to annual review and evaluation at a public forum. The overall investment program shall be designed and managed with a degree of professionalism worthy of the public's trust.

Budget Implications

No implications are included in the proposed budget; however, as the policy is implemented, we expect that MPS's cash in the bank will begin earning interest consistent with a conservative investment strategy that prioritizes safety, liquidity and yield, in addition to compliance with all rules and regulations for non-profit investments.

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

Currently, MPS maintains large cash reserves on an ongoing basis. This policy will allow MPS to earn interest on those reserves, increasing the resources available for all of Magnolia.

Name of Staff Originator: Caprice Young, CEO and Nanie Montijo, CFO

Attachments:
Draft Policy

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SOP # IVT101 Investments
Effective Date: XXX

Prepared by: Central
Office Approved by: XXX

Title:	**IVT101 INVESTMENTS**
Policy:	This policy establishes procedures to govern the investment of funds held by Magnolia Public Schools ("MPS" or the "Charter School"). This policy is based upon federal, state and local laws and regulations, and prudent money practices. To the extent that this policy conflicts with state or federal law, the applicable law shall prevail.
Purpose:	MPS' primary investment objective shall be to maintain the safety and liquidity of its funds. Safety of principal is the foremost objective of MPS. The primary objectives of MPS investment activities shall be, in order of priority:

1. **Safety**. The safety of principal is the foremost objective of MPS's investment program. MPS's investments shall be undertaken in a manner that shall preserve MPS's capital.

2. **Liquidity**. MPS's secondary objective shall be to meet its liquidity needs. The investment portfolio shall maintain sufficient liquidity to enable MPS to meet necessary cash flow and operating requirements which might be reasonably anticipated.

3. **Yield**. The investment portfolio shall be designed with the objective of attaining a market rate of return over the course of budgetary and economic cycles, taking into account the investment risk, constraints and the cash flow characteristics of the portfolio.

4. **Maintaining the Public's Trust**. The investment officers shall seek to act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence while conforming to all applicable statutes and regulations governing the investment of public funds.

5. **Mitigating Credit Risk and Market Risk.** Credit risk shall be mitigated by diversifying the fund among issues and issuers so that the failure of any one issue or issuer would not result in a significant loss of income or principal to participants. Because longer-term securities generally have greater market risk than shorter-term securities, market risk will be mitigated by establishing a maximum weighted average maturity or duration for the portfolio. Occasional market losses on individual securities are inevitable with active portfolio management and must be considered within the context of the overall investment return.

Scope:	It is recommended that MPS mirror the intent of California Education Code Section 41015, and invest all or part of funds deposited in a Special Reserve Fund, or any surplus monies not required for the immediate necessities of MPS in any of the investments specified in California Government Code Sections 16430 or 53601. Special Reserve Funds are hereby defined as those funds, which the Board has designated for capital outlay, or other purposes, where an accumulation over a period of fiscal years is desired.
	MPS shall make investments following the guidelines of the Uniform Prudent Investor Act. (Probate Code Section 16045, *et seq.*)

This Policy covers all funds and investment activities under the direct authority of MPS. The proceeds obtained from the issuance of bonds shall be invested in accordance with the applicable bond documents. If the bond documents are silent as to the investment of the proceeds, the bond proceeds will be invested in the securities permitted by this Policy.

COMPLIANCE WITH STATE AND FEDERAL SECURITIES LAWS

MPS will take reasonable steps to ensure that any debt offering issued by MPS complies fully with all applicable state and federal securities laws. In connection with all debt offerings issued by MPS, MPS will retain bond counsel and disclosure counsel to review the offering materials prepared in
connection with the debt offering to ensure that disclosures contained in offering materials comply with federal and state securities laws. MPS has implemented procedures to ensure MPS maintains compliance with
continuing disclosure requirements. The Chief Executive Officer shall be responsible for reviewing the offering materials regarding the accuracy of information disclosed in such materials.

CHANGES TO INVESTMENT POLICY

This Policy will be reviewed, as needed, to ensure its consistency with the objectives of income, growth and safety, and changes in applicable laws and financial trends. Any proposed amendments to the Investment Policy will require approval by the MPS Board of Directors. This Policy and modifications to it must be approved by the Board of Directors at a public meeting.

COMPLIANCE WITH INVESTMENT POLICY

All outside investment advisors/managers, attorneys and other financial professionals employed or retained by MPS and/or its representatives, including without limitation financial advisors, underwriters, bond counsel, and disclosure counsel, must review this policy and confirm that they have reviewed this Investment Policy and will fully comply with these policies.

Responsibilities:

DELEGATION OF AUTHORITY

Management responsibility for the investment program is hereby delegated by the Board of Directors to the CEO and the Oversight Committee, as deemed appropriate or necessary, who shall thereafter assume full responsibility for those transactions until the delegation of authority is revoked. The Board of Directors may review and renew the delegation of authority each year. The CEO may delegate the day-to-day operations of investing to his/her designee(s) but not the responsibility for the overall investment program. The CEO and/or his/her designee(s) shall make all investment decisions and transactions in strict accordance with state law and with this Policy.

If authorized by the Board of Directors, the CEO and Oversight Committee may utilize an external investment advisor to assist with investment decision-making and trade execution authority. The investment advisor shall be under the supervision of the approved Oversight Committee and shall follow this Policy and such other written instructions as are provided.

The CEO, his/her designee(s) and/or Oversight Committee, acting in accordance with written procedures and policies and exercising due diligence, shall be relieved of personal

liability for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

The Board of Directors shall ensure that its fiduciary responsibilities concerning the proper management of MPS' funds are fulfilled through appropriate investment structure, internal and external management, consistent with all policies and procedures. Based on the advice and recommendations of the CEO and Oversight Committee.

The CEO and Oversight Committee are not held liable for less than desirable outcomes, rather, they are responsible only for adherence to procedure and processes. The CEO and Oversight Committee is responsible for the development, recommendations, implementation and maintenance of all investment policies.

Procedure:

INTERNAL CONTROLS

The CEO and Oversight Committee shall establish a system of written internal controls to regulate MPS's investment activities, including the activities of any subordinate officials acting on behalf of MPS. Procedures should include references to individuals authorized to execute transactions or transfers, safeguard agreements, (including repurchase agreements, wire transfer agreements, collateral/depository agreements), and banking services contracts, as appropriate. As part of the annual audit, MPS's external auditor will perform a review of investment transactions to verify compliance with policies and procedures. The Oversight Committee will sign off on internal control procedures as appropriate.

The controls shall be designed to prevent loss of public funds due to fraud, employee error, and misrepresentation by third parties, unanticipated market changes or imprudent actions by employees of the Charter School. The Charter School shall seek to maintain a debt burden factor of 1 - 2% of the Charter School's unrestricted general fund revenues.

AUTHORTIZED FINANCIAL INSTITUTIONS AND DEALERS

It shall be MPS' policy to purchase securities only from authorized institutions and firms. The CEO and Oversight Committee shall maintain a list of authorized broker/dealers and financial institutions that are approved for investment purposes. MPS shall use at least one authorized broker/dealer to advise MPS on investments.

No deposit of public funds shall be made except in a qualified public depository as established by state laws. If an external investment advisor is authorized to conduct investment transactions on behalf of MPS, the investment advisor may use its own list of approved broker/dealers and financial institutions for investment purposes consistent with MPS' policies and existing laws.

For broker/dealers of government securities and other investments, MPS shall select only broker/dealers who are licensed and in good standing with the California Department of Securities, the Securities and Exchange Commission, the Financial Industry Regulatory Authority and/or other applicable self-regulatory organizations. Any permitted investment shall be purchased either from a "primary" or regional broker/dealer qualifying under SEC Rule 15c3-1 (uniform net capital rule) or a "well capitalized" financial institution, as defined in Title 12 of the Code of Federal Regulations ("CFR") Part 6.4.

Before engaging in investment transactions with a broker/dealer, the CEO and Oversight Committee shall have received from said firm a signed Certification Form. This form shall attest that the individual responsible for MPS's account has reviewed MPS's Investment Policy and that the firm understands the policy and intends to present investment recommendations and transactions to MPS that are appropriate under the terms and conditions of this Investment Policy. Any broker, brokerage, dealer or securities firm that has made a contribution to the Charter School, any member of the Board of Directors, or any candidate for those offices is ineligible for selection by the Charter School.

AUTHORIZED AND SUITABLE INVESTMENTS

In making any decision relative to the investment of funds, each of the following factors must be considered, and properly documented:

1. General economic conditions,
2. Expected tax consequences, if any, of investment decisions or strategies,
3. Expected total return from the income and appreciation of investments,
4. Other resources of the organization,
5. The needs of the organization and the fund to make distributions and preserve capital.

INVESTMENT TYPE DESCRIPTIONS

Investments not specifically listed below are prohibited.   Consistent with the requirements of law and this Investment Policy, the Charter School may place orders for the execution of transactions with or through such broker/dealers, banks or counterparties as may be selected from time to time. All securities must be U.S. dollar denominated. To the extent consistent with the objectives stated above, the investment restrictions outlined below, and the investment limitations specified herein, the Charter School may invest in the following areas.

State and Local Agencies. Registered treasury notes or bonds of this or any of the other forty- nine United States, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by a state or by a department, Board of Directors, agency, or authority of this state or any of the other forty-nine United States.

Bonds, notes, warrants, or other evidences of indebtedness of any local agency within this state (including MPS), including bonds payable solely out of the revenues from a revenue- producing property owned, controlled, or operated by the local agency, or by a department, Board of Directors, agency, or authority of the local agency.

United States Treasury Issues. United States Treasury notes, bonds, bills, or certificates of indebtedness, or those for which the faith and credit of the United States are pledged for the payment of principal and interest.

U.S. Agencies (Federal Agency Obligations). Federal Agency or United States government- sponsored enterprise obligations, participations, or other instruments, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government- sponsored enterprises.

Supranationals. Supranational organizations are international financial institutions that are generally established by agreements among nations, with member nations contributing capital and participating in management. Supranational bonds finance economic and infrastructure development and support environmental protection, poverty

reduction, and renewable energy around the globe. MPS may purchase the United States dollar denominated senior unsecured unsubordinated obligations issued or unconditionally guaranteed by the International Bank for Reconstruction and Development, International Finance Corporation, or Inter- American Development Bank.

Bankers' Acceptances. Bankers' acceptances otherwise known as bills of exchange or time drafts that are drawn on and accepted by a commercial bank. Purchases of bankers' acceptances may not exceed 180 days maturity. Eligible bankers' acceptances are restricted to issuing financial institutions with short-term debt rating of at least "A-1," or its equivalent, by a nationally recognized statistical rating organization (NRSRO) or a long-term rating of not less than "A" from a NRSRO.

Commercial Paper. Commercial paper rated the highest ranking or of the highest letter and number rating as provided for by a NRSRO. Eligible commercial paper shall be of 'prime' quality of the highest ranking. The commercial paper shall not exceed 270 days maturity. The entity that issues the commercial paper shall meet all of the following conditions in either paragraph (a) or paragraph (b):

a) Has total assets in excess of five hundred million dollars ($500,000,000), is organized and operating within the United States as a general corporation, and has debt other than commercial paper, if any, that is rated "A" or higher by a NRSRO.
b) Is organized in the United States as a special purpose corporation, trust, or limited liability company, has program-wide credit enhancements including, but not limited to overcollateralization, letters of credit or a surety bond, has commercial paper that is rated "A-1" or higher, or the equivalent, by a NRSRO.

Split ratings (i.e. A2/P1) are not allowed.

Placement Service Deposit. Deposits placed through a deposit placement service shall meet the requirements under Government Code Section 53601.8. The full amount of the principal and the interest that may be accrued during the maximum term of each deposit shall at all times be insured by federal deposit insurance.

Negotiable Certificates of Deposit. Negotiable certificates of deposit (NCDs) issued by a nationally or state-chartered bank, a savings association or a federal association, a state or federal credit union, or by a federally licensed or state-licensed branch of a foreign bank. Purchases are limited to institutions which have long-term debt rated at least in the "A" category, or its equivalent, by a NRSRO, and/or have short-term debt rated at least "A-1," or its equivalent, by a NRSRO. NCDs may not exceed 5 years in maturity. In combination with placement service CDs, a maximum of 30 percent of the portfolio may be invested in this category. The amount invested in NCDs with any one financial institution in combination with any other securities from that financial institution shall not exceed ten percent of the portfolio. Quarterly, the Charter School will monitor custodial credit risk and report the outcome to the Board of Directors. All deposits are to be in FDIC insured institutions and will be reviewed as to the nature and extent of its present compliance with regulations, federal regulatory requirements, profitability/loss trend, liquidity and capital ratios.

Repurchase Agreements. Investments in repurchase agreements for the purpose of this Investment Policy Statement (as defined by section 53601(j) of the California Government Code) means a purchase of securities by the Charter School pursuant to an agreement by which the seller will repurchase the securities on or before a specified date and for a specified amount and will deliver the underlying securities to the Charter School by book entry, physical delivery, or by third party custodial agreement. Repurchase agreements are to be used as short-term investments not to exceed one year. The following collateral restrictions will be observed: Only United States Treasury securities or Federal

Agency securities will be acceptable collateral. All securities underlying repurchase agreements must be delivered to MPS's custodian bank or be handled under a properly executed tri-party repurchase agreement. The total market value of all collateral for each repurchase agreement must equal or exceed 102% of the total dollar value of the money invested by MPS for the term of the investment.

Repurchase agreements are required to be collateralized by securities or cash authorized under California Government Code Section 53601(j)(2). Collateral will be held by an independent third party with whom the Charter School has a current custodial agreement. A clearly marked evidence of ownership (safekeeping/custody receipt) must be supplied to the Charter School and retained. The Charter School retains the right to substitute or grant substitutions of collateral. Investments in repurchase agreements may be collateralized by any securities authorized within this section. Agreements are subject to California Government Code Section 53601 and must comply with the delivery requirements and the maturity provision from Section 53601.

Medium-Term Notes. Medium-term notes defined as all corporate and depository institution debt securities with a maximum remaining maturity of five years or less, issued by corporations organized and operating within the United States or by depository institutions licensed by the United States or any state and operating within the United States. Purchases are limited to securities rated at least in the "A" category, or its equivalent, by a NRSRO.

Money Market Funds. Shares of beneficial interest issued by diversified management companies that are money market funds registered with the Securities and Exchange Commission that invests solely in U.S. Treasuries and Federal Agency obligations and repurchase agreements relating to such obligations

Mutual Funds. Shares of beneficial interest issued by diversified management companies that invest solely in securities and obligations authorized by this policy. The company shall have met either of the following criteria: (A) Attained the highest ranking or the highest letter and numerical rating provided by not less than two NRSROs, (B) Retained an investment adviser registered or exempt from registration with the Securities and Exchange Commission with not less than 5 years of experience managing money market mutual funds with assets under management in excess of five hundred million dollars ($500,000,000).

Local Government Investment Pools Joint Powers Authority (LGIP JPA.) Shares of beneficial interest issued by a joint powers authority organized pursuant to Government Code Section 6509.7. To be eligible for purchase, the pool must meet the requirements of California Government Code Section 53601(p), the pool must seek to maintain a stable Net Asset Value ("NAV"), and the pool must be rated at least "AAA," or its equivalent, by a NRSRO.

Mortgage- and Asset-Backed Securities. Any mortgage pass-through security, collateralized mortgage obligation, mortgage-backed or other pay-through bond, equipment lease-backed certificate, consumer receivable pass-through certificate, or consumer receivable-backed bond of a maximum of five years' maturity. Securities eligible for investment under this subdivision shall be issued by an issuer having at least an "A" rating, or its equivalent, for the issuer's debt as provided by a NRSRO and rated at least "AA", or its equivalent, by a NRSRO.

SAFEKEEPING AND CUSTODY

All deliverable security transactions entered into by MPS shall be conducted on a delivery- versus-payment (DVP) basis. To protect against potential losses by collapse of

individual securities dealers, and to enhance access to securities, interest payments and maturity proceeds, all securities owned by MPS shall be held in safekeeping by a third party bank trust department, acting as agent for MPS under the terms of a custody agreement executed by the bank and by MPS. The only exception to the foregoing shall be depository accounts and securities purchases made with: (i) LAIF and government investment pools and, (ii) money market funds, since the purchased investments are not deliverable. Evidence of each these investments will be held by MPS.

MAXIMUM MATURITIES

The CEO and Oversight Committee shall maintain a system to monitor and forecast revenues and expenditures so that funds can be invested to the fullest extent possible. Maturities of investments will be selected to provide necessary liquidity, manage interest rate risk, and optimize earnings. Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds.

The maximum maturity of individual investments shall not exceed the limits set forth in the Authorized and Suitable Investments section. If the section does not specify a maturity limit, no investment shall have a remaining maturity in excess of five years from the date of purchase unless MPS has granted its express authority to make that investment either specifically or as a part of an investment program no less than three months prior to the investment.

INVESTMENT RESTRICTIONS

Credit Ratings
Credit ratings will be applied at the time of purchase of a security. A subsequent downgrade in a security's credit rating will not constitute a violation of the Investment Policy. Securities which are downgraded below the minimum acceptable rating levels must be reviewed for possible sale within a reasonable amount of time.

U.S. Government obligations are exempt from the credit rating requirements listed below.

The credit ratings referred to below must be assigned by one of the following NRSROs: Standard & Poor's Corporation ("S&P"), Moody's Investors Service, Inc. ("Moody's"), and Fitch Ratings ("Fitch").

a) Short-term debt ratings – (two of the following and not less than the following) "A-1" or "SP-1" (S&P); "P-1" or "MIG 1/VMIG 1 (Moody's); or "F1" (Fitch) Ratings.

Split ratings are not allowed, i.e. A-1/P-1/F2 or similar. An issuer of short-term debt must have no less than an "A" rating on long-term debt.

b) Long-term debt ratings – Investments purchased with remaining maturities of 397 days or less- shall be rated by at least two NRSROs and have obtained no less than an "A" rating by any.

Investments purchased with remaining maturities longer than 397 days– shall be rated by at least two NRSROs and have obtained no less than an "AA" rating by any. If an issuer of long-term debt has a short-term rating, then it may not be less than A-1/SP-1 or P-1/MIG1 or F1.

c) Repurchase Agreement counterparties shall have a minimum short-term rating, or counterparty rating, of no less than A-1 or equivalent by two NRSROs and have capital of not less than $500 million.

d) Any issuer that has been placed on "Credit Watch-Negative" by a NRSRO will be removed from our approved list unless the following criteria are met: The issuer has (a) an A-1+ or F1+ short-term rating; or (b) at least an AA or Aa2 long- term rating.

DIVERSIFICATION AND MATURITY RESTRICTIONS

It is the policy of the Charter School to diversify its funds. Investments are diversified to minimize the risk of loss resulting in over concentration of assets in a specific maturity, specific issuer, or a specific class of securities. Diversification strategies shall be established by the Charter School and periodically reviewed.

1. **Authorized Investments**
   The following diversification limits will be applied at the time of purchase of a security.

Type of Investment	Cal. Gov. Code % of Funds Permitted	Cal Gov. Code Maximum Final Maturity
U.S. Treasury Securities	100%	5 Years
U.S. Government Agency Securities	100%	5 Years
Municipal Debt	100%	5 Years
Medium-Term Notes	30%	5 Years
Bankers Acceptances	40%, 30% of a single issuer	180 Days
Commercial Paper	40%, 10% of a single issuer	270 Days
Negotiable Certificates of Deposits	30%	5 Years
Repurchase Agreements	100%	1 Year
Mutual Funds	20%, 10% in a single fund	N/A
Investment Pools	100%	N/A

2. **Maturity**
   The maximum maturity of any investment purchased will be five years with the exception of investments authorized by the Board of Directors to be invested in longer than five year maturities. For purposes of calculating final maturity, the earlier of final maturity date or mandatory put or tender option date will be used.

PROHIBITED TRANSACTIONS

At the time of purchase, all permitted investments shall conform in all respects with this Investment Policy, as may be amended from time to time.   No investment prohibited by

California Government Code shall be permitted herein.

Any investment transactions, credit risk criterion, percentage limitations or market valuation that are not in compliance with this Investment Policy and cannot be corrected without penalty <u>at time of purchase</u> must be documented and approved by the Charter School in writing as soon as possible. Thereafter, action shall be taken by the Charter School to correct such matter as soon as practical. If a percentage restriction is adhered to at the time of purchase, a later increase or decrease in percentage resulting from a change in values or assets will not constitute a violation of that restriction.

The following transactions are prohibited:

a)   Borrowing for investment purposes ("Leverage").

b)   Reverse Repurchase Agreements, as defined by California Government Code Section 53601(j)(3) and (j)(4) or otherwise.

c)   Structured Notes (e.g. inverse floaters, leveraged floaters, structured certificates of deposit, equity-linked securities, event-linked securities). This includes all floating-rate, adjustable-rate or variable-rate securities in which a change in interest rates or other variables that can reasonably be foreseen to occur during their term would result in their market value not returning to par at the time of each interest rate adjustment.

Simple "floating rate notes," whose periodic coupon adjustment is based on a short- term (one-year or less) rate index (such as Treasury bills, federal funds, prime rate or LIBOR) and which have a reasonable expectation of maintaining a value of par at each interest rate adjustment through final maturity, are exempt from this definition. Additionally, U.S. Treasury and Agency zero coupon bonds, U.S. Treasury and Agency strips, Resolution Funding Corporation ("REFCORP") strips or other callable securities which otherwise meet the quality, maturity and percent limitations assigned to their respective security category, are exempt from this section.

d)   Structured Investment Vehicles ("SIV").

e)   Derivatives (e.g. options, futures, swaps, swap options, spreads, straddles, caps, floors, collars) shall be prohibited.

ETHICS AND CONFLICT OF INTEREST

The Charter School and all persons involved in the investment process shall refrain from personal business activity which could create a conflict with proper execution of the investment program, or which could impair the ability to execute impartial investment decisions. The Charter School and all treasury and investment personnel shall disclose to the Board of Directors any material financial interests in financial institutions, broker dealers and vendors ("outside entities") and shall disclose any material financial investment positions in such outside entities.

PERFORMANCE STANDARDS

The investment portfolio shall be designed with the objective of obtaining a market rate of return throughout budgetary and economic cycles, commensurate with the investment risk constraints and the cash flow needs, but focusing on preservation of capital and then liquidity as the most important objectives, with yield as the least important objective.

The Charter School's investment strategy is to actively manage the portfolios to create less risk than a benchmark comparable index and to use economies of scale to invest and administer the program at a reasonable cost. Given this strategy, the basis used by the

Charter School to determine whether market yields are being achieved shall be the indices most comparable to the fund, such as money rate data published in Barron's, The Wall Street Journal, Bloomberg, etc. or other bond fund indices. The standards enumerated herein do not constitute a guarantee of the fund's performance.

Revision History:

Revision	Date	Description of changes	Requested By
	3/09/17	Initial Release	
	6/14/17	Legal review and revision	

Cover Sheet

Approval of 2017-2018 E-Rate Process RFP Winning Bids and Vendors

Section: II. Consent Agenda
Item: O. Approval of 2017-2018 E-Rate Process RFP Winning Bids and Vendors
Purpose: Vote
Submitted by:
Related Material: II O Erate.pdf

![Magnolia Public Schools logo]

Board Agenda Item #	II O- Consent Item
Date:	06.14.2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	Approval of winning bids for MPS Schools E-Rate eligible equipment and services: • Voice services for 8 sites (other than SD and SA) – **Spectrum - $2999/ per month** • Voice services for Santa Ana – **ATT/Pacbell - $275/per month** • Voice for MSA San Diego – **Cox communications** • Internet service for MSA San Diego – **Cox communications – ($2745 for voice and internet)** • Cabling for MSA-San Diego – **Digital Synergy Consulting - $38,292.19** • Switches for MSA Santa Ana–**Digital Synergy Consulting - $11,900.35** • HP Switches and Wireless Access Points for San Diego –**Digital Synergy Consulting – $23,959.73**

Proposed Board Recommendation

I move that the board awards the winning bids according to vendor evaluation matrices and adopt the purchase of E-Rate eligible equipment and services for each school operating within the approved budgeted amounts.

Background

E-Rate is a federal program that provides discounts on eligible technology products and services. Discounts are based on the percentage of enrolled students eligible for Free/Reduced Lunch per National School Lunch Program guidelines. MPS Charter District's discount for FY2017 is expected to be 80% for Internet, WAN connectivity and network infrastructure components (e.g., switches, wireless access points, cabling). MPS' discount for voice services is expected to be 40% for FY2016 (20% for FY2017 and 0% thereafter). Note: the E-Rate program is phasing out

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support for voice services by reducing discounts by 20 points per year.

Consistent with E-Rate rules, MPS filed an FCC Form 470 (#170059293) and associated RFP to initiate an open and fair competitive bidding process, recapped by these milestones:

- 4/11/16 – Form 470 and RFP for E-Rate eligible equipment and services for all schools was released with proposal due date of 5/9/17. (E-Rate requires a minimum of 28 days before proposals may be evaluated.)
- On 4/17/17 – We released RFP Amendments to answer detailed vendor questions about our requirements.
- 5/9/17 – Proposals were due.
- 5/10/17 – After reviewing proposals and receiving a Bid Evaluation Matrix tool, we met with our E-Rate consultant to formally score the Bid Evaluation Matrix using these criteria outlined in the RFP:

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Factor	Weight
Cost of eligible products and services (required, highest weight)	26%
Functionality/completeness/specifications of proposed solution[1]	25%
Vendor: qualifications, credentials, certifications, experience, references, and E-Rate compliance/experience/track record	14%
Contract terms and conditions[2]	10%
Cost of *in*eligible products and services[3]	20%
Extent to which a single-provider, turnkey solution is provided[4]	5%
Total	**100.00%**

We received attached bids, recapped as follows (**bold green** text reflects recommendations):

- Voice services – 3 bids from **AT&T, Cox communications, and Spectrum**

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[1] In the case of Internet services, *functionality* could include: whether provider is considered "Tier 1," "Tier 2," or lower; peering arrangements; whether service is symmetrical; speed and latency of connections; whether a sufficient number of public (static) IP addresses are offered; whether public forward and reverse (in-addr.arpa) lookup DNS services are provided; uptime guarantee or Service Level Agreement [SLA]. For Category 1 services, whether Customer Premise Equipment [CPE] meets the criteria to be treated as Category 1, rather than Internal Connections, is also a consideration. For Category 2, consideration is given to: completeness of solution; compatibility with existing components; installation complexity; installation timetable. If self-installation is required, sample instructions should be provided.

[2] Among other considerations as to terms and conditions, contracts with relatively onerous termination fees are apt to be scored lower, other things being equal. In California, Vendors participating in California Teleconnect Fund may be scored higher. SPI invoicing is expected. Consolidated billing (mapped to Funding Request Numbers [FRNs] and SPINs) is also a plus. Contract expiration date that is exactly 6/30 is strongly preferred.

[3] Such as cost of handsets or Early Termination Fees.

[4] *Turnkey* means within a given category, Applicant has a preference, but not a requirement, for a solution wherein a single contract with a single vendor completely addresses all the requirements (or even addresses multiple categories, such as Telecom and Internet). In the case of Category 2 services, Applicant has the preference, but not a requirement, for a solution wherein a single contract with a single vendor completely addresses all requirements; however, use of subcontractors is acceptable.

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- Internet services for San Diego – 3 bids from **Cox Communications**, AT&T, and Spectrum**,**
- Cabling for MSA-San Diego – 4 bids: **Digital Synergy Consulting,** NPC, Cal Net Tech, GATS, and SKY
- Switches & Wireless Access Points for Santa Ana – 3 bids: **Digital Synergy Consulting**, Cal Net Tech, and Sehi.

Vendor proposals with total amounts are available via this Dropbox link:
https://www.dropbox.com/sh/u8t13daegzv4h3a/AAC9XfnSANf2TtuPBtPTQLHva?dl=0.

Budget Implications

- All the RFPed technology needs are budgeted for 2017-18 fiscal year and submitted to EdTec.
- The $54,000 MSA San-Diego cabling and equipment are budgeted for the Construction project.

CFO Approval:

Attachments:

- MPS Released RFP
- Bid evaluation matrix
- Winning bids from Vendors
- All bids are available at:
  https://www.dropbox.com/sh/u8t13daegzv4h3a/AAC9XfnSANf2TtuPBtPTQLHva?dl=0

Name of Staff Originator: Rasul Monoshev

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Magnolia Public Schools
FY2017 E-Rate Request for Proposals

REQUEST FOR PROPOSALS
E-Rate Eligible Products and Services
Funding Year 2017: 7/1/2017 – 6/30/2018

Applicant:	**Magnolia Public Schools**
Billed Entity Number:	**17003590**
Establishing Form 470:	**170059293**

Submit __QUESTIONS__ about this RFP or associated Form 470 by email to:

erate.mps@learningtech.org

Unless indicated elsewhere (e.g., by amendment to this RFP),
the deadline for submission of **QUESTIONS** is **5pm PST,**
20 calendar days from the Certified Date
shown on the associated Form 470.

Submit PROPOSALS in response to this RFP, including Signature Page, by email[1] to:

erate.mps@learningtech.org

Unless indicated elsewhere (e.g., by amendment to this RFP),
the deadline for submission of PROPOSALS is **5pm PST,**
28 calendar days from the Certified Date
shown on the associated Form 470.

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[1] In the unlikely event of technical difficulties, please contact the Technical Contact indicated on the Form 470.

Magnolia Public Schools
FY2017 E-Rate Request for Proposals

OVERVIEW

This Request for Proposals includes SPECIFIC INFORMATION, TERMS AND CONDITIONS and GENERAL INFORMATION, TERMS AND CONDITIONS.

The SPECIFIC section provides specific details about the Applicant's current situation and desired solutions. The GENERAL section instructs the respondent about minimum requirements and submission details.

All critical dates (e.g., deadline for submission of questions, site walks (if any), deadline for submission of proposals) **are noted on the first page of this document.**

A responsive proposal will be submitted per instructions on first page and will include:
- **Vendor's proposal**
- **RFP Signature Page**
- **Pricing Form(s)**

Magnolia Public Schools
FY2017 E-Rate Request for Proposals

SPECIFIC INFORMATION, TERMS AND CONDITIONS

A. BACKGROUND

The following background information about the Applicant's existing technology infrastructure and goals may be helpful in preparing a responsive bid.

The Applicant, Magnolia Public Schools [MPS], is CA PUBLIC Charter School District. Most of MPS' schools have existing multiyear contracts for Internet service and WAN connectivity with Time Warner Cable; MSA-San Diego has month-to-month service with Cox.

For FY2016, MPS established the CALNET3 State Master Contract for voice services for all sites, but implementation has been difficult, therefore new voice services are sought for all sites.

For FY2017, these facility changes are planned:
1. MSA-1 will have another building added to the current campus, though no additional Internal Connections are needed for FY2017.
2. MSA-SD will be moving to 6525 Estrella Ave, San Diego 92120 (from 6365 Lake Atlin Avenue, San Diego 92119). This new site will need a full complement of Internal Connections, including wiring, for the new site's network infrastructure.
3. MSA-SA's enrollment is expanding. A few more switches will be needed for this site.

Any resulting contract will be with:

Applicant Name	Magnolia Public Schools
Applicant Authorized Signer	Rasul Monoshev
Applicant Implementation Contact	Rasul Monoshev
REMINDER	Do NOT contact these individuals directly until an award has been made to your organization.

Entities included in this RFP are listed below; bidders should rely on this RFP list of entities as the definitive list of entities participating in this RFP. (Note that due to EPC data conversion discrepancies, the Form 470 **Billed Entity** or **Recipients of Service** sections may differ from those listed below).

Entity Name	Address	aka	BEN
Magnolia Public Schools Central Office	250 East 1st Street, Suite 1500 Los Angeles, CA 90012	Central Office (NIF)	17003776
Magnolia Science Academy	18238 Sherman Way Reseda, CA 91335	MSA 1	234483
Magnolia Science Academy Valley	17125 Victory Blvd. Van Nuys, CA 91406	MSA 2	16056857
Magnolia Science Academy Carson	1254 East Helmick Street Carson, CA 90746	MSA 3	16056858

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Entity Name	Address	aka	BEN
Magnolia Science Academy Venice	11330 West Graham Place Los Angeles, CA 90064	MSA 4	16056859
Magnolia Science Academy Los Lobos	18230 Kittridge Street Reseda, CA 91335	MSA 5 (Hollywood)	16056860
Magnolia Science Academy Palms	3754 Dunn Drive Los Angeles, CA 90034	MSA 6	16056861
Magnolia Science Academy Elementary	18355 Roscoe Blvd. Northridge, CA 91325	MSA 7	16028804
Magnolia Science Academy San Diego	6525 Estrella Ave San Diego, CA 92120	MSA SD	16056862
Magnolia Science Academy Santa Ana	2840 W. 1st Street Santa Ana, CA 92703	MSA SA	16056863

B. PRODUCTS AND SERVICES SOUGHT

In the event that alternative technologies, topologies or pathways would improve functionality or reduce cost, bidders are encouraged to propose recommended alternatives in addition to estimating as indicated in this RFP.

B.1 Category 1, Voice Service for 10 sites
Minimum requirements include:

- Local and long distance voice service for all sites
    - Up to about 35 end users per site and 10 concurrent calls per site
    - Total of about 350 end users
    - Up to 1,000 long distance minutes per month per site, prefer pooled across district for total of 10,000 per month
    - Analog solution preferred
    - Strongly preferred that customer Premise Equipment [CPE] meets the E-Rate requirements for On-Premise Category 1 Equipment

B.2 Category 1, Direct Internet Access for San Diego
Minimum requirements include:
- Anticipated bandwidth trajectory
    - Year 1 = At least 50 Mbps, 200 Mbps preferred
    - Year 2 = About 400 Mbps
    - Year 3 = Up to 1 Gbps
- Strongly preferred that customer Premise Equipment [CPE] meets the E-Rate program requirements for On-Premise Category 1 Equipment
- Prefer at least 99.99% uptime reliability
- Symmetrical bandwidth is preferred

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- The proposal <u>and any resulting contract</u> must include monthly and installation pricing *at each bandwidth level for the full term of contract*, as well as allow optional upgrades during the contract term, without new competitive bidding.

Pricing Form (required): Vendors should submit the completed Pricing Form (attached with this RFP to the FCC Form 470):

pricing_form.xlsx

Applicant requests complete contractual documentation indicating prices at different service levels over the contract term, including possible voluntary extensions. If pricing varies by site, please indicate so in spreadsheet by adding rows or columns or additional tabs.

Contract preference: To coincide with E-Rate funding year, Applicant strongly prefers that contract expiration date be exactly and explicitly 6/30 (i.e., not based on number of months from contract signatures, or service turn up). A three (3) year term with 1-year renewals after initial contract term is preferred.

B.3 Category 2, Internal Connections – Cabling for San Diego

Minimum requirements include:

- **For MSA SD in San Diego:**
  - Fiber = 3 runs, each about 600 feet, total of about 1800 feet
  - CAT6 = up to 200 drops, each about 330 feet, total of about 66,000 feet
  - Feet are estimated, and may be revised after walk-through
- **Specifications**
  - Fiber
    - 6 strand 10 Gigabit rated 50/125 μm fiber
    - Terminated with LC type connectors on all strands
    - Please quote per-drop pricing, preferably including all eligible parts, labor, taxes, and shipping costs
    - All necessary patch panels, patch cables, raceways, surface mount boxes, junction boxes and similar items needed for a complete and working system should be included in cabling bids
    - All wiring must be labeled on both ends and tested, with wiring maps supplied. Fiber test results and wire maps are to be supplied to the Applicant in electronic format
    - Fiber Optic patch panel(s) as needed, to be provided by cabling vendor.

  - CAT6 Class E
    - All wiring must be in compliance with TIA/EIA 568/569-C standards
    - Please quote per-drop pricing, preferably including all eligible parts, labor, taxes, and shipping costs

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- All necessary patch panels, patch cables, raceways, surface mount boxes, junction boxes and similar items needed for a complete and working system should be included in cabling bids
- All wiring must be labeled on both ends and tested, with wiring maps supplied. Copper test results and wire maps are to be supplied to the Applicant in electronic format
- RJ45 patch panel(s) as needed, to be provided by cabling vendor.

Pricing Form (required): Vendors should submit the completed Pricing Form (attached with this RFP to the FCC Form 470):

pricing_form.xlsx

Contract preference: To coincide with allowable E-Rate delivery dates, Applicant requires that contract expiration date be exactly and explicitly 9/30, with the option to extend for up to two (2) additional 1 year periods as may be required to complete the full project.

B.4 Category 2, Internal Connections – Network Components

Project includes *installation* of rack-able equipment, *mounting* of wireless access points at the approximate ceiling center of each indicated room, and initial *configuration* of firewall, switches, WAP controller (if any), and WAPs. The following quantities of components are needed per site:

Component	MSA SA	MSA SD	Total
Switch	4	4	8
SFP Module	8	8	16
UPS	-	1	1
APs	-	10	10
WAP Controller	-	1	1
Rack	-	1	1

Minimum requirements include:
- Switches
  - 48 ports, HP or equivalent functionality
  - All switches must support at least Layer 3, PoE
  - Prefer identical family, stackable
  - All RJ45 ports of any switch must be 10/100/1000 Mbps auto-negotiating
  - Switches manageable from more than a single major desktop OS platform are preferred
  - All fiber-capable equipment must support at least two 10 Gbps mini-GBIC SFP modules with LC connections
  - Ability to bond the fiber ports is *strongly* preferred, unless cost prohibitive
  - 3 year term Limited Licensing Contracts

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- Fiber adapters/SFP modules
  - 2 per switch
  - 50/125 μm
  - 10 Gbps-rated multimode
  - LC type connectors

- Wireless Access Points
  - Support for QoS and VLANs
  - Capable of supporting up to 2 uplink-side M-GIG RJ45 connections, with Power-over-Ethernet (PoE+), 10/100/1000BaseT, auto sensing, auto-MDX, for a nominal combined bandwidth capacity of 2 Gbps
  - Wireless access points must support 802.11g/n/ac, Wave 2 preferred; OK to offer pricing with or without Wave 2 capability. (Please provide separate pricing form(s) for alternative options.)
  - Sufficient density of access points to ensure seamless coverage at any location in the network coverage area. When fully implemented, network should be capable of supporting an average nominal throughput of 32 Mbps for each of up to 64 connected devices, with increased bandwidth per device when there are fewer connections
  - Dual Radios supporting *both* commonly used frequencies
  - 3 year term Limited Licensing Contracts
  - Ruckus preferred, or equivalent functionality

- Equipment Rack/Cabinet
  - Please allow for at least 20% additional vertical unit capacity after the eligible equipment (switches, UPS units) is taken into consideration, whether or not provided by the same vendor
  - Racks will be installed in closed-door data closets, so full cabinets, while acceptable, are not required; open frame racks are acceptable
  - Floor mount
  - Standard 19-inch wide, wall-mount, approximately 42 inches in depth, designed to support about 200 pounds and installed properly for this weight requirement.

- UPS unit
  - 2500 VA
  - 19" rack mount
  - UPS should provide at least 30 minutes of uptime given anticipated loads for proposed eligible equipment
  - Capacity to support all LAN/WAN connection components and work with PoE capable devices

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- Wireless Access Point Controller
    - o If needed, prefer cloud management
    - o 3 year licensing for all APs

Pricing Form (required): Vendors should submit the completed Pricing Form (attached with this RFP to the FCC Form 470):

pricing_form.xlsx

To coincide with allowable E-Rate delivery dates, Applicant requires that contract expiration date be exactly and explicitly 9/30, with the option to extend for up to two (2) additional 1 year periods as may be required to complete the full project.

C. VENDOR WALK THROUGH

A Vendor "Walk Through" will NOT be held. Please do not request a special appointment. The site is empty currently with nothing on the campus. Bungalows are being constructed elsewhere and will be moved to campus during summer.

D. EVALUATION CRITERIA

Each responsive proposal meeting the minimum qualifications will be evaluated using weighted criteria including cost of the eligible products and services as the highest weighted factor. Secondary factors will also be considered as further described below.

For any given solution, after elimination of proposals that are disqualified, the proposal that is deemed to most cost-effectively meet the stated Applicant requirements, and therefore in the best interest of the Applicant, will be selected.

Disqualification factors include:
- Non-compliance with E-Rate program rules
- Non-compliance with state or local regulations
- Failure to meet stated required vendor qualifications
- Failure to submit the required Pricing Form
- Failure to submit a complete solution to any numbered group of **PRODUCTS AND SERVICES SOUGHT** in section B above. (For example, if Applicant seeks a full complement of Network Components and vendor proposes only the firewall, the firewall proposal will be disqualified.)
- "Budgetary" pricing.

In the event that all proposals are disqualified, leaving the Applicant with no responsive bids, the Applicant, at its sole discretion, may waive individual disqualification factors.

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All qualified proposals will be evaluated using the following factors and weights.

Criterion	Weight
Cost of eligible products and services during initial contract term (required, highest weight)	26%
Functionality/completeness/specifications of proposed solution[2]	25%
Cost of *ineligible* products and services[3] during initial contract term	20%
Vendor: qualifications, credentials, certifications, experience, references, and E-Rate compliance/experience/track record	14%
Contract terms and conditions[4]	10%
Extent to which a single-provider, turnkey solution is provided[5]	5%
Total	**100.00%**

E. OTHER SPECIFICS

Please see these documents uploaded with this RFP to EPC:

- Site plan for MSA-SD (mps_site_plan.pdf) showing security camera placements (yellow highlights). MDF will be in Administration building and each adjacent building will have an IDF, though exact locations are not yet available.
- Floor plan for MSA-SD (mps_floor_plan_ethernet_drops.pdf) – red clouds show CAT6 drop locations.

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[2] In the case of Internet services, *functionality* could include: whether provider is considered "Tier 1," "Tier 2," or lower; peering arrangements; whether service is symmetrical; speed and latency of connections; whether a sufficient number of public (static) IP addresses are offered; whether public forward and reverse (in-addr.arpa) lookup DNS services are provided; uptime guarantee or Service Level Agreement [SLA]. For Category 1 services, whether Customer Premise Equipment [CPE] meets the criteria to be treated as Category 1, rather than Internal Connections, is also a consideration. For Category 2, consideration is given to: completeness of solution; compatibility with existing components; installation complexity; installation timetable. If self-installation is required, sample instructions should be provided.

[3] Such as cost of handsets or Early Termination Fees.

[4] Among other considerations as to terms and conditions, contracts with relatively onerous termination fees are apt to be scored lower, other things being equal. In California, Vendors participating in California Teleconnect Fund may be scored higher. SPI invoicing is expected. Consolidated billing (mapped to Funding Request Numbers [FRNs] and SPINs) is also a plus. Contract expiration date that is exactly 6/30 is strongly preferred for Category 1 services.

[5] *Turnkey* means within a given category, Applicant has a preference, but not a requirement, for a solution wherein a single contract with a single vendor completely addresses all the requirements (or even addresses multiple categories, such as Telecom and Internet). In the case of Category 2 services, Applicant has the preference, but not a requirement, for a solution wherein a single contract with a single vendor completely addresses all requirements; however, use of subcontractors is acceptable.

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REQUEST FOR PROPOSALS
Signature Page (required)

Applicant:	Magnolia Public Schools
Billed Entity Number:	17003590
Establishing Form 470:	170059293

For the Vendor:

Vendor hereby promises to deliver the products and services according to the pricing and schedule described in Vendor's submitted proposal and Pricing Form and to comply with all terms and conditions of the RFP and all RFP amendments included by reference, with any exceptions explicitly noted in writing in the proposal.

_____
Signature

_____
Printed Name and Title   Vendor Name

_____
Date   SPIN   DIR (required for cabling)

This proposal is submitted in response to **SPECIFIC INFORMATION,** section B.__
_____.
(for clarity, please provide name of section as well)

For the Applicant:

If Vendor's proposal is selected for award, Applicant will execute below to confirm acceptance and establish the *legally binding agreement,* as required by E-Rate program rules. Additional documents may be required by either party. If acceptable to Applicant, Applicant may also sign Vendor's additional contractual documentation. All terms and conditions of the RFP and all RFP amendments and supporting materials are included by reference.

_____
Signature   Date

Rasul Monoshev, IT Director
_____
Printed Name and Title

Magnolia Public Schools   17003590
_____
Applicant Name   BEN

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GENERAL INFORMATION, TERMS AND CONDITIONS

E-Rate Program Background
This Request For Proposals [RFP] is posted in conjunction with the Schools and Libraries Division [SLD] Forms 470, in partial fulfillment of the requirements for Federal Communications Commission [FCC] Universal Service Fund *[E-Rate]* discounts. E-Rate provides discounts for certain school or library technology products and services, including:
- Category 1:
  - o Voice and data telecommunications
  - o Internet access
- Category 2:
  - o Internal connections
  - o Managed Internal Broadband Service
  - o Basic maintenance of internal connections.

For more information about this Federal program, and before responding to this RFP, please refer to the SLD web site, www.usac.org/sl/, or call the SLD Help Line at 888-203-8100.

Learningtech.org [The Miller Institute for Learning with Technology, Consultant Registration Number 16043681], *a Consulting firm*, is *not* the E-Rate *Applicant*. Learningtech.org is the Applicant's *Consultant,* retained to handle competitive bidding interactions and other aspects of the E-Rate application. Therefore, please:
- Put the Applicant's name and contact information on any documents resulting from winning proposal(s)
- Do not contact school personnel either with general questions about E-Rate, or to offer ineligible services or services not requested on this RFP.

All questions and contacts about this RFP should be via electronic mail, addressed as indicated on the cover page above. Learningtech.org staff will gather the necessary information to respond to legitimate questions and provide answers by posting addenda or amendments clarifying this RFP on the same system(s) as the original RFP. All such postings are considered formal elements of this RFP and should be considered incorporated by reference into any resulting agreements. Postings may occur from time to time during the bidding period; please be sure to check back periodically while preparing your proposal. Telephone, facsimile or U.S. mail inquiries or submissions are strongly discouraged, and are apt to be overlooked during proposal evaluation. As a school/district, library or education-related consortium, the Applicant does not have the personnel resources to respond to generalized inquiries or blanket advertising broadly targeting E-Rate applicants. Such materials shall be deemed "Unsolicited Commercial Email" (spam); Applicants have no obligation to respond to spam. Repeated spamming could cause *all* of your information to be overlooked, your email address to become blacklisted by our filtering system, and/or (at a minimum) divert Applicant attention from any materials intended as serious, legitimate responses to this RFP. Please clearly indicate to which of the solicitation requirements your proposal is a valid response.

Vendors should have, or should promptly apply for, a valid E-Rate program Service Provider Identification Number [SPIN] and meet other criteria, as further described herein. For

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coordination of California Teleconnect Fund discounts for Category 1 services in California, service providers must discount invoices to the Applicant and submit the balance to the E-Rate program via Service Provider Invoice [SPI] forms, as specified by the SLD. Invoicing information is further described below. Your proposal should refer to this RFP specifically, as well as the Applicant name, the establishing Form 470 Number and Billed Entity Number. You should also clearly indicate your currently valid SPIN number and FCC Registration Number [FCC RN]. ***Descriptions of products and services are expected to provide sufficient line item detail, in a format suitable to serve as SLD Standard Form 471 Item 21 Attachments, with minimal need for Applicant modification.***

Applicant intends to procure products/services, and seeks only proposals that are fully compliant with all state and local procurement rules, codes and regulations, as well as being fully compliant with all rules and guidelines of the E-Rate program. Per E-Rate rules, confidential bids are not acceptable.[6]

1. GENERAL INFORMATION

1.1 Introduction and Scope

Starting with Funding Year 2017 (July 1, 2017 – June 30, 2018), Applicant seeks proposals for eligible products and services in the categories of service listed in **Service Requests** section of the Form 470 and further detailed in section **B. PRODUCTS AND SERVICES SOUGHT** of the **SPECIFIC INFORMATION** section of this RFP.

Applicant intends to obtain technically sound, cost-effective, eligible products and services to improve telecommunications and/or Internet access services and/or technology infrastructure and/or managed internal broadband services and/or basic maintenance of infrastructure, to enhance student achievement in its classrooms. Qualified entities offering these products and services [Vendors] should submit proposals including detailed descriptions, with all costs associated with the delivery of the products and services (parts, labor, installation, testing, acceptance, configuration, turn-up, applicable taxes/fees, shipping, and so on). Any line items not 100% eligible for E-Rate discounts according to program rules should be isolated, with separate subtotals.7 Items that are conditionally or partially eligible should also be noted. Ineligible items should be eliminated when possible (or minimized where necessary but ineligible) and broken out as separate line items or separate proposals. Proposals for ineligible products and services, however potentially useful to school technology programs (such as, say, interactive white boards or end user computers) should ***not*** be submitted in response to this RFP; Applicant will seek whatever additional, ineligible products and services are needed to implement their technology plan, separately, at another time. Apparent attempts to include excessive quantities of ineligible items, deliberately misrepresent the eligibility of items or otherwise circumvent program rules will result in disqualification.

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[6] In general, the prices for products and services for which E-Rate discounts are requested can no longer be confidential.

[7] Please reference E-Rate Eligible Services List **http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services-list.aspx**.

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1.2 Evaluation Methodology

Each responsive proposal meeting the minimum qualifications will be evaluated using weighted criteria including cost of the eligible products and/or services as the highest weighted factor. Secondary factors may also be considered.

For any given solution, after elimination of proposals that are disqualified, the proposal that is deemed to most cost-effectively meet the stated Applicant requirements, and therefore in the best interest of the Applicant, will be selected.

1.3 Vendor Capabilities

Proposals should include supporting information about your firm's capabilities and experience.
- Company Background including:
  - Names of Principals and Type of Organization
  - Contact Information
  - Years in Business
- Experience: K-12 references for 3 similar projects in the last 5 years
- Staff Industry Credentials: Certifications such as CCNA, HP AIS (or functional equivalent, summarized as the number of employees holding each type of certification)
- Corporate Credentials: Applicable licenses, capabilities, and memberships such as General Contractor or Electrical licenses, bonding, BICSI membership
- For cabling projects in California, per the California Department of Education vendors (including contractors and subcontractors) will have to register with the Department of Industrial Relations for the purposes of labor compliance. This registration is required for any bid proposal submitted to a public agency on or after March 1, 2015
- E-Rate track record:
  - Green light status
  - Valid SPIN, or evidence of application for SPIN
  - FCC Registration Number
  - 499 Filer status
  - SPAC filing history
  - Routinely successful SLD funding approvals
  - No history of suspension, debarment or frequent Selective Reviews/High Cost Reviews for E-Rate applications
- Which portions of this solicitation are addressed by your proposal?

1.4 Phased Implementation

Applicant may opt for a phased implementation strategy such that:
- Phase I: A smaller amount of service / work approximately equal to Applicant's share of cost percentage, starts July 1 (or earlier to extent allowed by program rules).
- Phase II: Balance of service / work, may not start until after favorable FCDL and can be extended by a year (or two) while awaiting funding commitment.

For *example*:
- Category 1 VoIP implementation starts on July 1 to make 2 of 20 users functional and remaining users are added after favorable FCDL

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- Category 1 Internet implementation of the least bandwidth in the contract starts on July 1 and the target first year bandwidth is implemented after favorable FCDL
- Category 2 WiFi implementation starts on April 1 to make 2 of 20 planned wireless access points functional and remaining access points are installed after favorable FCDL.

If the Applicant selects a phased implementation strategy, vendor contract will need to include appropriate terms including the right to stop implementation if FCDL is unfavorable.

2. TERMS AND CONDITIONS

2.1 Submission Deadline & Delivery Address
The deadline for submission of proposals is stipulated on the cover page of this solicitation, along with the submission address. *Proposals should be valid for at least 60 days.* **If your proposal takes exception to any requirements of this RFP, such exceptions must be clearly stated.**

The preferred format for narrative portions of proposals is a single file with consecutively numbered pages in MS Office or PDF format.

Submission of the provided Signature Page is required. Proposals should include the executed signature page, indicating the bidding organization's firm commitment to their proposal, including pricing and schedule. If additional contractual paperwork will be requested, please include as part of your proposal. It should be filled in, signed and ready-to-countersign, should your proposal be selected for award. *The provided Signature Page should be fully completed and executed by an authorized representative of your firm and include the date signed.*

If Vendor's proposal is selected for award, Applicant will execute the Applicant portion of the **Signature Page** to confirm acceptance and establish the *legally binding agreement,* as required by E-Rate program rules. Additional documents may be required by Applicant. If acceptable to Applicant, Applicant may also sign Vendor's standard master contract terms and conditions.

Submission of the provided Pricing Form is required. Proposals should include the completed **Pricing Form**, unmodified, as the required format facilitates comparison of proposals. If additional information is needed to clarify pricing, please include as part of your proposal narrative. The **Pricing Form** is available as an attachment to this RFP and its associated Form 470.

It is the sole responsibility of Vendors to ensure that responses arrive in a timely manner. The Applicant has the right but not the obligation to reject all late or incomplete submissions, as the Applicant determines to be in its own best interest, or to contact vendors to seek corrections (such as missing signature page or technical difficulties opening attachments). Should a correction be requested of vendor, the vendor will have a single opportunity to make the requested correction within a specified deadline. *Only the specific item may be corrected*; a revised proposal with substantive changes is not acceptable.

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Applicant reserves the right but has no obligation to determine a short list for final negotiations and contract revisions after the submission deadline, or to accept the winning proposal as submitted on the deadline date and execute without further discussion. Applicant has the right to make zero, one or multiple, exclusive or non-exclusive awards pursuant to this RFP, with or without best and final offers or additional negotiations.

Oral and telephone bids cannot be considered, nor can modifications of proposals by such communication be considered until written versions are provided. The completed proposal form must be without erasures or alterations unless every correction is initialed by both parties. Delivery of the proposals will be considered sufficient authorization from the Vendor to the Applicant to make a binding contract based on the scope, terms and conditions of the proposal, with this RFP and any amendments to it included intact or by reference.

2.2 Costs Associated with Preparation of the Vendor's Response
The Applicant will not be liable for any cost incurred by the respondents in preparing responses to this RFP or negotiations associated with award of a contract.

2.3 Subcontractors
All subcontractors working on Applicant's projects must meet the same standards and qualifications applicable to vendor's regular employees, including all applicable drug-free, bonding and insurance requirements.

2.4 Interpretation, Additional Information, Corrections and Addenda
Any interpretation, correction, clarification or change of this RFP will be made by posting an Addendum or Amendment on the same system(s) as the original RFP. Interpretations, corrections or changes to the RFP made in any other manner, such as verbally during a *walk through*, will not be binding; Vendors should not rely upon such interpretations, corrections or changes unless so posted in writing. It is the sole responsibility of the Vendor to check for all posted Addenda and Amendments throughout the time from posting of the RFP through the deadline for submission of proposals. *Questions or requests for clarification of this RFP should be sent to the email address indicated on the cover page, by the deadline indicated on the cover page.* **Questions submitted after the question deadline will be ignored.** Except where explicitly stated to the contrary, Vendors should not attempt to contact Applicant personnel by any method during the bidding period; such contacts can potentially taint fair and open competitive bidding, thereby disqualifying your firm. Answers to substantive questions submitted by email will be posted on the same system(s) as the original RFP and should be considered amendments or clarifications that are integral to this RFP.

PLEASE NOTE: USAC'S E-Rate Productivity Portal [EPC] is the definitive place to find the Applicant's Form 470, RFP and any amendments to RFPs. It is the responsibility of the vendor to check EPC for all related documents.

2.5 Omissions
Omissions in the proposal of any provision herein described shall not be construed as to relieve the Vendor of any responsibility or obligation for complete and satisfactory delivery, operation, and support of all proposed products and services; nor shall such omission cause Applicant to

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waive any of the terms and conditions stated herein.

2.6 Implementation, Acceptance, Financing and Payment
After written notification of contract award and before the start of work, the Vendor will later receive purchase order(s) [POs], carrier service order(s) [CSOs] or similar written instructions to begin providing the products and services pursuant to the contract(s) awarded as a result of this RFP. Vendors must not deliver products or start work before so advised in writing, and in no case prior to dates allowed by E-Rate program rules.

Applicant reserves the right to determine, on a case by case basis, whether or not implementation shall be contingent on receipt of a favorable Funding Commitment Decision Letter [FCDL] for approximately the amounts anticipated; and in the case of multi-year contracts, this right may be newly asserted for each successive year of the contract. In the event of funding at a lower level than anticipated, Applicant reserves the right to reduce the scope of work accordingly or to cancel the project entirely, at its sole discretion. Applicant also reserves the right to start service immediately upon contract award, with the understanding that services before dates allowed by E-Rate program rules would not be eligible for E-Rate discounts, to wait until dates allowed by E-Rate program rules preceding the funding year or July 1 of the funding year, so as to ensure that all goods and services remain potentially eligible for E-Rate discounts, or to wait for FCDL, after July 1, for the strongest assurance of discounts.

Vendor will invoice Applicant only for its Applicant share of cost, regardless of: when the project is initiated or whether FCDL has been issued before project start. All invoices should clearly show the following: Vendor's SPIN, E-Rate funding year, E-Rate Funding Request Number, the full amount of the services, the discount amount of the services and the Applicant share. Vendor will invoice USAC for reimbursement of the E-Rate discounted amount via the Service Provider Invoicing [SPI] method. *Invoices must not be dated prior to July 1 of the relevant funding year*, even if Applicant authorizes early implementation of non-recurring projects. Applicant has the right to conduct acceptance procedures such as equipment testing or a *walk through* before payment. Applicant will strictly enforce contract quality provisions including applicable industry and/or manufacturer standards. For telecommunications services within California, SLD's "SPI" mode of invoicing is ***required*** for compliance with California Teleconnect Fund ***stacking***. Otherwise, choice of SPI versus "BEAR" invoicing should be at Applicant's discretion. ***Vendor proposal submission implies willingness to comply with invoicing provisions.***

To the extent compliant with E-Rate, local, and state procurement rules, Applicant reserves the right to adjust or to cancel this entire project or any portion thereof, in the event of significant changes in circumstances beyond Applicant's control, such as reduced E-Rate funding, major state K-12 budget cuts or inability to obtain required permits. Applicant will notify the Vendors promptly in case of scope changes or if project must be cancelled and will file Form 500 or other applicable forms to notify the SLD in the case where scope reduction or cancellation occurs after a favorable FCDL.

In the event of significant delays, such as due to late FCDL, should the project eventually proceed, Vendor agrees to use best efforts as necessary to substitute equivalent or better parts or

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services at equivalent or better pricing, so as to enable compliant Service Substitutions where necessary (such as due to "product end of life" situations caused by the delay). Labor rates, where applicable, should not increase by more than is justifiable by an objective third-party measure of inflation such as the Consumer Price Index [CPI] during the period of delay.

2.7 Warranties and/or Service Level Agreements

The Vendor shall fully warrant with the manufacturer's warranty or better all items provided under this RFP against defects in material and workmanship. Warranty information should be on a per item basis on the RFP and detailed in the Bid Proposal. Warranty information and/or Service Level Agreement should be explicitly documented in the Vendor's Proposal. The Vendor may also be expected to provide on-site service in addition to the manufacturer's warranty, so please describe this service in detail where available.[8] Should any defects in workmanship or material, excepting ordinary wear and tear, appear during the warranty period, the manufacturer and his representative shall repair or replace such items promptly upon receipt of written notice from Applicant. If there is an associated Service Level Agreement [SLA], including but not limited to uptime guarantees, Vendor will promptly apply credits as specified by the SLA.

2.8 Price Quotations

Price quotations should include the furnishing of all materials, equipment, maintenance, shipping cost, delivery, installation, licenses, testing, documentation, taxes, surcharges, and the provision of all labor and services necessary or proper for the completion of the work, except as otherwise expressly stated in the contract. The Applicant shall not be liable for any costs beyond those proposed and awarded. Shipping costs should be estimated F.O.B. the Applicant address(es) specified. Applicable taxes should also be identified and estimated (see Appendix: Example Detail of Taxes).

Service providers are required to offer E-Rate Applicants their products/services at the lowest corresponding prices charged to other similarly situated customers throughout their geographic service area.

"Budgetary" pricing is not acceptable. Provide a proposal with a quote that can be honored, or do not bid.

In the case of Category 1 services, if applicable, it is expected that increasing bandwidth at a given site or adding additional sites would not arbitrarily extend the term of the contract and might result in improved volume pricing. In the case of Category 2 services, if applicable, contracts should allow for extension of implementation schedule for up to thirty-six months (36 months) in the case of delayed FCDL, with reasonable provisions for annual price adjustments as indicated herein and/or reasonable service substitutions.

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[8] Certain services may be eligible for E-Rate discounts as Basic Maintenance.

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2.9 Clarification of Responses

The Applicant may at its discretion and at no fee to the Applicant, invite any Vendor to appear for questioning (live or via telepresence) during response evaluation for the purpose of clarifying statements in the response or negotiating terms.

2.10 Right to Reject; Unit Pricing

The Applicant reserves the right to accept or reject all proposals when the rejection is in the best interest of the Applicant, such as when no proposal is deemed to be cost-effective or when circumstances have changed significantly since posting of this solicitation. The Applicant further reserves the right to accept an "authorization to order" [ATO] form of contract but then never order any items against that contract.

Applicant reserves the right to award for some, all, or none of the products and services sought herein; if your bid does not allow for selection of a subset of line items or minor variations in the quantities required, please clearly indicate these limitations. If unit pricing varies as a function of volume purchased, please clearly indicate pricing tiers in your proposal.

2.11 Acquisition Policies and Other Applicable Regulations

Applicable regulations impose a number of duties and responsibilities on recipients of E-Rate funds and their Vendors.

Applicant obeys applicable local, state(s), and federal competitive bidding and contractual regulations including those of the Schools and Libraries Division of USAC, the Applicant's State(s) and Applicant's State(s) Department of Education regulations. Additional Applicant procurement information may be found in Section E, OTHER SPECIFICS of the **SPECIFIC INFORMATION, TERMS AND CONDITIONS,** or the following *non-exhaustive* EXAMPLES:

- California's Public Contract and Education Codes (http://www.leginfo.ca.gov/calaw.html)
- State of Washington K-12 Laws and Regs (http://www.k12.wa.us/RulesRegs.aspx)
- Applicant's local Archdiocese
- City Purchasing Division
- Arizona School District Procurement Rules (Arizona Administrative Code, R7-2-1001 through R7-2-1195 available at: https://azsbe.az.gov/sites/default/files/media/For%20Website%20R-7-2-Art10%2BArt11%20Procurement%20Effective%207-1-14_0.pdf)
- http://spo.hawaii.gov/references/hrs/
- http://dhhl.hawaii.gov/
- http://dhhl.hawaii.gov/procurement/2014-2/ifb-14-hhl-001/
- http://www.chartercommission.hawaii.gov

Not all of the above are necessarily applicable, and additional regulations may also apply. Please refer to http://www.usac.org/sl/ for additional information about E-Rate rules.

Applicant intends to comply and expects Vendors to comply with all applicable local, state

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(including both public procurement and education codes, as applicable) and federal policies or regulations governing procurement and contracting, including the rules, regulations and guidelines of the FCC, Universal Services Administrative Company [USAC] and its Schools and Libraries Division [SLD]. ***It is the express intent of this solicitation that competitive bidding be fair and open, in full compliance with all applicable guidelines, and that resulting contract awards comply with all applicable rules and regulations.***

Without limitation, Vendors ***may*** be obligated to comply with additional regulations, such as:

- Telecommunications Act of 1998 and subsequent FCC Reports and Orders governing the Universal Service program (including but not limited to document retention and invoicing procedures);
- Local construction codes, in the case of cabling projects;[9]
- The Drug-Free Workplace Act, 42 U.S.C. § 702 and implementing regulations published at 15 CFR Part 29;
- Lobbying restrictions;
- Federal Equal Employment Opportunity and Non-Discrimination rules;
- The Copeland "Anti-Kickback" Act, 18 U.S.C. 874 and 40 U.S.C. 276c.

Not all of the above are necessarily applicable, and additional codes or regulations may also apply. ***It is the responsibility of the Vendor to determine which codes and regulations are applicable to the services that it provides and to comply with all such regulations.*** Please refer to http://www.usac.org/sl/ for additional information about E-Rate rules.

2.12 Form of Contract
Applicant will consider all allowable forms of agreement including month-to-month or tariffed services,[10] annual contracts, multi-year contracts and contracts with voluntary renewals, including contracts with well-defined provisions to adjust pricing for inflation as part of the annual renewal process. Preferred contract terms per service may be noted in the **SPECIFIC INFORMATION** section **B. PRODUCTS AND SERVICES SOUGHT**. Where appropriate, such as for multiyear Internet contracts, Applicant's preference is for an "Authorization to Order" type of contract, with pricing per service level, enabling Applicant to place orders from time to time pursuant to the contract. For Internet services, contract terms should include tiered pricing for bandwidth upgrades for the term of the contract. Pricing proposals that take into account cumulative volume over the life of the contract are helpful. Contracts with relatively onerous termination fees are apt to be scored lower, other things being equal; contracts allowing for voluntary annual or month-to-month renewals will be considered more advantageous.

All documents associated with this solicitation and all addenda issued pursuant to this solicitation shall be incorporated either in their entirety or by reference into the final contract. This solicitation and any resulting contract(s) are intended to be fully compliant with all

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[9] Per CDE, as of 3/1/2015, cabling (public works) vendors will have to register with the Department of Industrial Relations [DIR] for the purposes of labor compliance. Lookup: https://efiling.dir.ca.gov/PWCR/Search.action.

[10] E-Rate does not require signed, written agreements for Month-to-Month or Tariffed services; however, such arrangements must be competitively bid anew for each funding year.

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applicable state and local laws and purchasing regulations, as well as with the rules of the E-Rate program. If any aspect of this solicitation or any resulting contract fails to comply in any manner with all applicable rules and regulations, it shall be amended to comply, if possible, or, if not possible, shall be considered null and void.

Contract provisions must include the following:
- The parties shall have the right to mutually agree to amend the original contract within the constraints of Applicant's local procurement rules, Applicant's State's procurement regulations, and the E-Rate program rules
- Applicant right to:
    - (a) Not proceed with contracted products/services unless approved by Applicant Board, if required, or authorized official of Applicant, if Board approval is not required
    - (b) Not proceed with contracted products/services unless E-Rate funding is approved
    - (c) Not proceed with contracted products/services if E-Rate funding is lower than requested
    - (d) Optionally proceed with a reduced scope of work consistent with the level of funding approved, if determined by the Applicant to be in its best interest
    - (e) Optionally proceed with 'same functionality' products as needed (service substitution).

Unless otherwise specified, Applicant prefers contract terms:
- Starting on July 1 and ending on June 30 of each funding year for recurring services
- Starting on July 1 (or earlier to extent allowed by program rules) and ending on September 30 of each funding year for Internal Connections
- That include voluntary extensions, renewable at discretion of Applicant
- That allow extension of contract expiration date as needed for Applicant convenience
- That allow extension of contract on a month-to-month basis after Initial and any Renewal Terms expire for recurring services.

In general, Applicant prefers "discount" invoicing method and Service Provider Invoicing [SPI].

Vendors may bid on the entire RFP or on any numbered group of **PRODUCTS AND SERVICES SOUGHT** in section B above in partnership with other vendor(s). However, a complete solution to any numbered group of **PRODUCTS AND SERVICES SOUGHT** in section B above is required. For example, if *B.1 WAPs and Switches* solicits for wireless access points and switches, Vendor A bidding on wireless access points may partner with Vendor B bidding on switches, provided that together Vendor A and Vendor B propose a complete solution for *B.1 WAPs and Switches*; separately, both Vendor A's and Vendor B's bids will be disqualified. Applicant may have a scoring preference for a single vendor providing a turnkey solution; please refer to proposal evaluation criteria if specified in accompanying document(s). Within each of the numbered groups of **PRODUCTS AND SERVICES SOUGHT** in section B above, Applicant requires bids on the entire group, to facilitate "apples to apples" comparison of proposals.

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Internal Connections contract periods should expire on September 30, consistent with the E-Rate service delivery deadline for non-recurring services, and allow for delivery extensions as needed consistent with E-Rate program rules.

2.13 Shipping/Delivery
Where applicable, proposals should itemize costs for mileage charges, equipment rental charges, taxes and shipping. Shipping costs should be estimated F.O.B. the physical address where products or services will be delivered. Documenting the rationale for any mileage-related charges (such as distance from Vendor's nearest Central Office [CO]) is helpful in case the service locations might change during the funding year.

2.14 Vendor Qualifications
Due to technical complexity, application risk and potential liability, and to protect the Applicant's and the SLD's shared investment in infrastructure and services, Applicant expects the following industry standard certifications or evidence of equivalent qualifications *as appropriate to the products and services offered*. Failure to meet the following *required vendor qualifications* will justify disqualifying a proposal without further scoring.

- Vendor must retain the services of an E-Rate consultant or have a designated employee familiar with E-Rate program rules, forms and processes, who will conduct periodic reviews of the vendor's processes and forms and assist the Applicant with Beneficiary Audits and ensuring the vendor is in full compliance with SLD/USAC and FCC requirements.
- Vendor must have received or document that they are in the process of obtaining a valid SLD Service Provider Identification Number [SPIN].
- Vendor corporation and its key personnel must not have been suspended or debarred from participation the E-Rate program.
- Vendor must have received or document that they in the process of obtaining a valid FCC Registration Number.
- Vendors proposing telecommunications services must be eligible telecommunications providers ("common carriers" filing Form 499) as defined by SLD or must show that an *exception* applies to their offering.
- Vendor should have a history of maintaining up-to-date Service Provider Annual Certification [SPAC] filings as required by the SLD.
- Vendor should be a manufacturer-authorized provider or maintainer of any proposed equipment. (For example, if Cisco or equivalent functionality equipment is being recommended, provider should document appropriate Cisco or equivalent certifications and/or partner status.)
- Vendor must maintain a Drug Free Workplace.
- All technicians/installers working at Applicant location must be bonded, or Vendor must carry appropriate amounts and types of insurance. In any event, Applicant shall be held harmless for any claims occurring during performance of this work.

During proposal evaluation, depending on the specific products and services sought and the

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scoring factors, Applicant may also take into consideration one or more of the following evidences of *preferred vendor qualifications* and personnel certifications. Qualifications listed below are ***illustrative*** of appropriate qualifications for common E-Rate K-12 technology projects; this list is not intended to be comprehensive, nor are all qualifications listed applicable to all projects.

- Proposal should provide evidence, if available, of experience successfully implementing comparably sized, approved E-Rate projects (preferred) or comparable K-12 projects if E-Rate experience is not available
- Proposal should provide evidence of successful performance in the installation and configuration of the proposed brands of switches, routers, Internet servers and similar equipment within the K-12 marketplace during the last 3-5 years.
- Project staffing should include MCSE + Internet Engineer or equivalent certifications for any Windows or equivalent functionality server projects.
- Project staffing should include Apple-certified Engineer or equivalent certifications for any Macintosh or equivalent functionality server projects.
- Project staffing should include RCDD / Low Voltage or equivalent certificated engineer(s) for data cabling projects.
- Project staffing should include manufacturer-qualified engineers to field supervise all infrastructure installation work. (For example, Vendors of Cisco or equivalent functionality equipment should provide a Cisco CCNP/CCNA/CCIE or comparably certified engineer. Cabling offerings should provide an RCDD to field supervise any installation work on this project.)
- Proposal should provide a list of references including from 3 to 10 existing K-12 E-Rate customers and the nature of the products or services delivered, with contact information.

2.15 Variations, Exceptions and Waivers of Qualifications
All variations from any of the above qualifications or other specifications of this RFP should be clearly noted and explained in the proposal. Nontrivial variations from the *required vendor qualifications* listed above can result in bid disqualification. When not disqualifying, shortcomings in *preferred vendor qualifications* could affect scoring on secondary factors. Applicant shall have the right but not the obligation to consider reasonable requests for minor waivers from these requirements, if Applicant in its sole discretion determines this to be in its own best interest. For example, a requirement might be waived where a certification is pending and no other fully compliant bid has been received by the deadline.

2.16 Disclaimer Regarding Brand Names -- Equivalent Functionality
In various parts of this RFP, including any attachments and amendments, references may have been made to particular brands of products and services, typically in the context of providing information about the Applicant's existing infrastructure. The Applicant strongly believes in open and fair competitive bidding, compliant with E-Rate rules as well as applicable state and local rules. There is neither any brand preference nor any intent to imply a bias toward any particular brand. Such references are purely intended to help convey functional or configuration information about the products and services in use. For each such reference, the phrase "compatible with" or the phrase "or equivalent functionality," if not explicitly stated, is hereby

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included by reference, as appropriate to the context. Applicant seeks the most cost-effective solutions consistent with the RFP requirements and E-Rate program rules.

2.17 Vendor Walk Through
If a Vendor "Walk Through" will be held, details will be specified in accompanying documents.

2.18 Additional Requirements

2.18.1. INSURANCE
For on-site projects, the Vendor further agrees to obtain and maintain in full force and effect a policy of public liability insurance (both bodily injury and property damage coverage), during the term of this contract and for 60 days following, naming the Applicant and its officials and employees as additional insureds on such policy and providing single limits coverage (for bodily injury and property damage) of at least $1,000,000 for such additional insureds under the policy. Such insurance shall afford coverage for any occurrence arising out of or connected in any way with the work performed or to be performed pursuant to this contract. It is further agreed that the Vendor will pay the Applicant the costs, expenses, and attorneys' fees incidental to the enforcement of this provision of this contract.

Vendor shall maintain, at all times during the term of the Agreement, Workman's Compensation Insurance, including Occupational Diseases, with Statutory Limits as provided by the laws of the State where work is done and Employer's Liability Insurance not less than Five Hundred Thousand Dollars ($500,000) per occurrence for all of its employees. Vendor shall be solely responsible for accounting for, reporting and paying all costs in connection therewith.

Certified copies of policies evidencing such insurance coverage and all certificates in connection with this Agreement shall be furnished to Applicant prior to the start of work.

2.18.2. COMPLIANCE WITH LAWS
Vendor shall at all times throughout the term of this Agreement and any extensions thereof, observe and comply with, and ensure that all services, vehicles, labor, material and personnel comply with each and every law, rule, regulation, and statute of the federal government, State government, and each local municipality in which the contract will be performed. The following laws must be complied with, but are identified for reference only, and in no way is this list all-inclusive:

a) The State Human Rights Act
b) Equal Opportunity Act
c) The Prevailing Wage Act
d) The Fair Labor Standards Act
e) The State School Code
f) The State Motor Vehicle Code
g) The State Use Tax Act

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h) The Occupational Safety and Health Act and the standards and regulations issued thereunder
i) The Public Construction Bond Act
j) The Consumer Product Safety Act

Vendor, in performing this Agreement, shall not discriminate against any worker, employee, or applicant, or any member of the public because of race, creed, color, age, sex or national origin, or any additional reason prohibited by law, or otherwise commit any unfair employment practices.

2.18.3 REPRESENTATIONS OF VENDOR
Vendor has represented with the submission of its bid, and hereby again represents to the Applicant, that the following facts and circumstances are true:

a) Vendor has the necessary equipment and personnel or has documented financial ability and means to acquire the same sufficient to adequately and properly perform this Agreement in accordance with the Request for Proposals and applicable laws.

b) Vendor represents and covenants that no official, employee or agent of Applicant (1) has been employed or retained to solicit or aid in the procuring of this Agreement; and (2) will be employed or otherwise benefit from this Agreement without the immediate divulgence of such fact to Applicant.

c) Vendor certifies that the Vendor is not barred from bidding for or entering into a contract with the State of Applicant's facility(ies) and that the Vendor acknowledges that the school board may declare the contract void if the certification completed pursuant to this subsection is false. Vendor certifies that it has not been convicted of bribery or attempting to bribe an officer or employee of the State of Applicant's facility(ies) or any other governmental or elected official, nor has Vendor made an admission of guilt of such conduct which is a matter of record, nor has an official, agent or employee of Vendor been so convicted nor made such an admission.

d) Vendor certifies that all of its employees/subcontractors who will be present on school premises when students are present have successfully passed, pursuant to local school code, a criminal background and investigation check, and have tested negative for TB within the past three years.

e) Vendor acknowledges and understands that Applicant has relied upon Vendor's representations and materials submitted with and after the Bid in entering into a Contract with Vendor.

f) Vendor confirms pricing meets Lowest Corresponding Price requirement of the E-Rate Program.

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2.18.4. SALES TAX EXEMPTION

If the Applicant is a local government entity and sales to the Applicant are exempt from Tax, Vendor will complete the paperwork required to enable the project to receive these tax exemptions.

2.18.5 ITEM 21 ATTACHMENT

Vendor will provide the completed Item 21 Attachment in *SLD standard template format* ready for upload to the Form 471 application, with: proper SPIN; properly categorized description of products/services; quantities; itemized taxes, fees, surcharges, shipping; ineligible costs clearly isolated. Obtain Item 21 Attachment template from SLD website, once Form 471 is available.[11]

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[11] Note that the Item 21 Attachment in SLD standard template format ready for upload to the Form 471 application is requested in addition to the required Pricing Form.

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Appendix: Example Detail of Taxes[12]

The Applicant seeks the *total* cost. Where applicable, please provide details of relevant taxes, fees and surcharges, clearly noting E-Rate eligibility of each. The following California-specific taxes et cetera provides an example of the detail expected in the Vendor proposal.

The eligible California phone service taxes and fees include (see http://www.cpuc.ca.gov/PUC/Telco/Consumer+Information/surcharges.htm):
- CA Public Utility Commission Fee
- CA High Cost Fund B
- CA Advanced Service Fund Fee
- CA Relay Service and Communications Fund Fee aka DDTP
- California Teleconnect Fund Surcharge
- Universal Lifeline Telephone Surcharge
- Emergency Telephone Users Surcharge Tax

In addition, some cities levy:
- *Communications Services Tax*

For wireless phone service in California, some vendors supply the following information:
- Regulatory Cost Recovery Charge
- Federal Universal Service Fund
- Other AT&T Surcharges

In addition, some vendors collect the following state-mandated fees. These are small, fixed charges, which are not directly convertible into constant percentages:
- Carrier Line Charge
- Universal Connectivity Charge
- State Regulatory Fee

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[12] This is an example; vendors should provide similar details for Applicant local and state areas.

Bid Evaluation Matrix			Magnolia Public Schools		CATEGORY 1 SERVICES		CATEGORY 1 SERVICES		
170059293	apply for 5 lines/site, maybe not install all		© 2009-2017 The Miller Institute for Learning with Technology						
Voice Service for 10 sites	2-3 per site, 5 at larger site		Permission is given to K-12 institutions to copy for educational fair use, so long as this notice is not removed.						
Local and long distance voice service for all sites. Up to about 35 end users per site and 10 concurrent calls per site. Up to 1,000 long distance minutes per month per site, prefer pooled across district for total of 10,000 per month. Analog solution preferred.			All other rights reserved.						
			Bidders:						
Discount Percent for INTERNET Services			SEE INSTRUCTIONS - START HERE tab; enter Score per Vendor per Evaluation Factor in the yellow area		(This section is automatically Calculated)				
80%			**Vendors' Scores**				**Vendors' Ratings**		
Discount Percent for Voice Services			PRI	Analog line			PRI	Analog line	
20%			**TWC**	**TWC**	**Vendor 3**	**Vendor 4**	**Vendor 5**	**TWC**	**TWC**
1-time Non-recurring Costs	ELIGIBLE 1-time	$ 2,500.00							
1-time Non-recurring Costs	NOT eligible 1-time								
1-time Non-recurring Costs	Total 1-time Cost	$ 2,500.00	$ -	$ -	$ -	$ -			
Monthly Costs	ELIGIBLE Monthly Recurring	$ 3,450.00	$ 2,999.00						
Monthly Costs	NOT eligible Monthly Recurring	$ -							
Monthly Costs	Total Monthly Recurring	$ 3,450.00	$ 2,999.00	$ -	$ -	$ -			
1st Year Costs	TOTAL 1st year Costs	$ 43,900.00	$ 35,988.00	$ -	$ -	$ -			
1st Year Costs	Total 1st year NOT eligible Costs	$ -	$ -	$ -	$ -	$ -			
1st Year Costs	Total 1st year ELIGIBLE Services	$ 43,900.00	$ 35,988.00	$ -	$ -	$ -			
Least 1st year Cost of Eligible Services $		**35,988.00**					**1st year cost must be most cost effective**		
	Contract Term in MONTHS	0	0	0	0	0			
	TOTAL CONTRACT Eligible Cost	$ 2,500.00	$ -	$ -	$ -	$ -			
Least CONTRACT Cost of Eligible Services $		**2,500.00**					**Total contract cost must be most cost effective**		
Evaluation Criterion	Weight								
For INTERNAL Reference ONLY	vs 1st year	4.10	5.00	0.00	0.00	0.00			
For INTERNAL Reference ONLY	vs. CONTRACT	5.00	0.00	0.00	0.00	0.00			
Cost of Eligible Services (required, highest weight)	26%	4	5				1.04	1.30	
Comments									
Functionality/completeness/specifications of proposed	25%	4	4				1.00	1.00	
Comments									
Cost of IN-eligible Services (required)	20%	4	4				0.80	0.80	
Comments									
Vendor: qualifications, credentials, certifications, experience, references, and E-Rate compliance/experience/track record	14%	4	4				0.56	0.56	
FY2016 Funding Requests	select from vendor list tab								
Comments									
Contract terms and conditions	10%	4	4				0.40	0.40	
Comments									
Extent to which a single-provider, turnkey solution is provided	5%	3	3				0.15	0.15	
Comments									
Total	100%						3.95	4.21	
Comments									
		Final Rankings (1,2,3)					**Final Rankings (1,2,3)**		
		2	1				2	1	

DocuSigned by:

Rasul Monoshev

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5/11/2017

Bid Evaluation Matrix			Magnolia Public Schools			CATEGORY 1 SERVICES		
170059293			© 2009-2017 The Miller Institute for Learning with Technology					
Direct Internet Access for San Diego			Permission is given to K-12 institutions to copy for educational fair use, so long as this notice is not removed.					
At least 50 Mbps, 200 Mbps preferred, Year 2 = About 400 Mbps, Year 3 = Up to 1 Gbps			All other rights reserved.					
			Bidders:					
Discount Percent for INTERNET Services			SEE INSTRUCTIONS - START HERE tab; enter Score per Vendor			(This section is automatically Calculated)		
80%			Vendors' Scores	**1 Gbps**		Vendors' Ratings		
Discount Percent for Voice Services			1000	1000	1000	ATT	Cox	TWC
20%			**ATT**	**Cox**	**TWC**			
1-time Non-recurring Costs		ELIGIBLE 1-time	$ 750.00	$ -	$ 750.00			
1-time Non-recurring Costs		NOT eligible 1-time						
1-time Non-recurring Costs		Total 1-time Cost	$ 750.00	$ -	$ 750.00			
Monthly Costs		ELIGIBLE Monthly Recurring	$2,749.00	$ 2,500.00	$ 3,618.00			
Monthly Costs		NOT eligible Monthly Recurring						
Monthly Costs		Total Monthly Recurring	$ 2,749.00	$ 2,500.00	$ 3,618.00			
1st Year Costs		TOTAL 1st year Costs	$ 33,738.00	$ 30,000.00	$ 44,166.00			
1st Year Costs		Total 1st year NOT eligible Costs	$ -	$ -	$ -			
1st Year Costs		Total 1st year ELIGIBLE Services	$ 33,738.00	$ 30,000.00	$ 44,166.00			
Least 1st year Cost of Eligible Services	**$**	**30,000.00**				**1st year cost must be most cost effective**		
		Contract Term in MONTHS	36	36	36			
		TOTAL CONTRACT Eligible Cost	$ 99,714.00	$ 90,000.00	$ 130,998.00			
Least CONTRACT Cost of Eligible Services	**$**	**90,000.00**				**Total contract cost must be most cost effective**		
Evaluation Criterion		Weight						
For INTERNAL Reference ONLY		vs 1st year	4.45	5.00	3.40			
For INTERNAL Reference ONLY		vs. CONTRACT	4.51	5.00	3.44			
Cost of Eligible Services (required, highest weight)		26%	4.5	5	3.5	1.17	1.30	0.91
Comments		$/Mbps/mo	$ 2.77	$ 2.50	$ 3.64			
Functionality/completeness/specifications of proposed		25%	5	4.5	4.5	1.25	1.13	1.13
Comments								
Cost of IN-eligible Services (required)		20%	5	5	5	1.00	1.00	1.00
Comments								
Vendor: qualifications, credentials, certifications, experience, references, and E-Rate compliance/experience/track record		14%	4	5	4	0.56	0.70	0.56
FY2016 Funding Requests		select from vendor list tab	$ 74,973,187.22	$ 11,968,085.98	$ 84,923,974.17			
Comments				incumbent & good experience				
Contract terms and conditions		10%	3	3	3	0.30	0.30	0.30
Comments								
Extent to which a single-provider, turnkey solution is provided		5%	0	5	0	0.00	0.25	0.00
Comments				can get Internet and voice from same provider				
Total		100%				4.28	4.68	3.90
Comments								
			Final Rankings (1,2,3)			**Final Rankings (1,2,3)**		
			2	**1**	**3**	**2**	**1**	**3**

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Bid Evaluation Matrix			Magnolia Public Schools			CATEGORY 1 SERVICES		
170059293			© 2009-2017 The Miller Institute for Learning with Technology					
Direct Internet Access for San Diego			Permission is given to K-12 institutions to copy for educational fair use, so long as this notice is not removed.					
At least 50 Mbps, 200 Mbps preferred, Year 2 = About 400 Mbps, Year 3 = Up to 1 Gbps			All other rights reserved.					
			Bidders:					
Discount Percent for INTERNET Services			SEE INSTRUCTIONS - START HERE tab; enter Score per Vendor			(This section is automatically Calculated)		
80%			Vendors' Scores	**"200 Mbps"**		Vendors' Ratings		
Discount Percent for Voice Services			250	200	200			
20%			**ATT**	**Cox**	**TWC**	**ATT**	**Cox**	**TWC**
1-time Non-recurring Costs		ELIGIBLE 1-time	$ 750.00	$ -	$ 750.00			
1-time Non-recurring Costs		NOT eligible 1-time						
1-time Non-recurring Costs		Total 1-time Cost	$ 750.00	$ -	$ 750.00			
Monthly Costs		ELIGIBLE Monthly Recurring	$1,460.00	$ 1,350.00	$ 1,862.00			
Monthly Costs		NOT eligible Monthly Recurring						
Monthly Costs		Total Monthly Recurring	$ 1,460.00	$ 1,350.00	$ 1,862.00			
1st Year Costs		TOTAL 1st year Costs	$ 18,270.00	$ 16,200.00	$ 23,094.00			
1st Year Costs		Total 1st year NOT eligible Costs	$ -	$ -	$ -			
1st Year Costs		Total 1st year ELIGIBLE Services	$ 18,270.00	$ 16,200.00	$ 23,094.00			
Least 1st year Cost of Eligible Services	**$**	**16,200.00**				**1st year cost must be most cost effective**		
		Contract Term in MONTHS	36	36	36			
		TOTAL CONTRACT Eligible Cost	$ 53,310.00	$ 48,600.00	$ 67,782.00			
Least CONTRACT Cost of Eligible Services	**$**	**48,600.00**				**Total contract cost must be most cost effective**		
Evaluation Criterion		Weight						
For INTERNAL Reference ONLY		vs 1st year	4.43	5.00	3.51			
For INTERNAL Reference ONLY		vs. CONTRACT	4.56	5.00	3.59			
Cost of Eligible Services (required, highest weight)		26%	4	4	3	1.04	1.04	0.78
Comments		$/Mbps/mo	$ 5.92	$ 6.75	$ 9.41			
Functionality/completeness/specifications of proposed		25%	5	4.5	4.5	1.25	1.13	1.13
Comments								
Cost of IN-eligible Services (required)		20%	5	5	5	1.00	1.00	1.00
Comments								
Vendor: qualifications, credentials, certifications, experience, references, and E-Rate compliance/experience/track record		14%	4	5	4	0.56	0.70	0.56
FY2016 Funding Requests		select from vendor list tab	$ 74,973,187.22	$ 11,968,085.98	$ 84,923,974.17			
Comments				incumbent & good experience				
Contract terms and conditions		10%	3	3	3	0.30	0.30	0.30
Comments								
Extent to which a single-provider, turnkey solution is provided		5%	0	5	0	0.00	0.25	0.00
Comments				can get Internet and voice from same provider				
Total		100%				4.15	4.42	3.77
Comments								
			Final Rankings (1,2,3)			**Final Rankings (1,2,3)**		
			2	**1**	**3**	**2**	**1**	**3**

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Bid Evaluation Matrix			Magnolia Public Schools			CATEGORY 1 SERVICES		
170059293			© 2009-2017 The Miller Institute for Learning with Technology					
Direct Internet Access for San Diego			Permission is given to K-12 institutions to copy for educational fair use, so long as this notice is not removed.					
At least 50 Mbps, 200 Mbps preferred, Year 2 = About 400 Mbps, Year 3 = Up to 1 Gbps			All other rights reserved.					
			Bidders:					
Discount Percent for INTERNET Services			SEE INSTRUCTIONS - START HERE tab; enter Score per Vendor			(This section is automatically Calculated)		
80%			Vendors' Scores	**"400 Mbps"**		Vendors' Ratings		
Discount Percent for Voice Services			400	1000	500			
20%			**ATT**	**Cox**	**TWC**	**ATT**	**Cox**	**TWC**
1-time Non-recurring Costs		ELIGIBLE 1-time	$ 750.00	$ -	$ 750.00			
1-time Non-recurring Costs		NOT eligible 1-time						
1-time Non-recurring Costs		Total 1-time Cost	$ 750.00	$ -	$ 750.00			
Monthly Costs		ELIGIBLE Monthly Recurring	$1,944.00	$ 2,500.00	$ 2,743.00			
Monthly Costs		NOT eligible Monthly Recurring						
Monthly Costs		Total Monthly Recurring	$ 1,944.00	$ 2,500.00	$ 2,743.00			
1st Year Costs		TOTAL 1st year Costs	$ 24,078.00	$ 30,000.00	$ 33,666.00			
1st Year Costs		Total 1st year NOT eligible Costs	$ -	$ -	$ -			
1st Year Costs		Total 1st year ELIGIBLE Services	$ 24,078.00	$ 30,000.00	$ 33,666.00			
Least 1st year Cost of Eligible Services $		**24,078.00**				**1st year cost must be most cost effective**		
		Contract Term in MONTHS	36	36	36			
		TOTAL CONTRACT Eligible Cost	$ 70,734.00	$ 90,000.00	$ 99,498.00			
Least CONTRACT Cost of Eligible Services $		**70,734.00**				**Total contract cost must be most cost effective**		
Evaluation Criterion		**Weight**						
For INTERNAL Reference ONLY		vs 1st year	5.00	4.01	3.58			
For INTERNAL Reference ONLY		vs. CONTRACT	5.00	3.93	3.55			
Cost of Eligible Services (required, highest weight)		26%	4	5	3.75	1.04	1.30	0.98
Comments		$/Mbps/mo	$ 4.91	$ 2.50	$ 5.53			
Functionality/completeness/specifications of proposed		25%	4	5	4.5	1.00	1.25	1.13
Comments								
Cost of IN-eligible Services (required)		20%	5	5	5	1.00	1.00	1.00
Comments								
Vendor: qualifications, credentials, certifications, experience, references, and E-Rate compliance/experience/track record		14%	4	5	4	0.56	0.70	0.56
FY2016 Funding Requests		select from vendor list tab	$ 74,973,187.22	$ 11,968,085.98	$ 84,923,974.17			
Comments				incumbent & good experience				
Contract terms and conditions		10%	3	3	3	0.30	0.30	0.30
Comments								
Extent to which a single-provider, turnkey solution is provided		5%	0	5	0	0.00	0.25	0.00
Comments				can get Internet and voice from same provider				
Total		100%				3.90	4.80	3.96
Comments								
			Final Rankings (1,2,3)			**Final Rankings (1,2,3)**		
			2	**1**	**3**	**2**	**1**	**3**

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Bid Evaluation Matrix		Magnolia Public Schools		CATEGORY 2 SERVI	CATEGORY 2 SERVICES		
170059293		© 2009-2017 The Miller Institute for Learning with Technology					
Cabling for San Diego		Permission is given to K-12 institutions to copy for educational fair use, so long as this notice is not removed.					
Fiber = 3 runs, each about 600 feet, total of about 1800 feet							
CAT6 = up to 200 drops, each about 330 feet, total of about 66,000 feet		All other rights reserved.					

		Bidders:							
Discount Percent for Category 2		SEE INSTRUCTIONS - START HERE tab; enter Score per Vendor per Evaluation Facto			(This section is automatically Calculated)				
80%	35K in budget for cabling	Vendors' Scores				Vendors' Ratings			
		CalNet Tech	**DSC**	**GATS**	**SKY**	**CalNet Tech**	**DSC**	**GATS**	**SKY**
1-time Non-recurring Costs	ELIGIBLE 1-time	$ 80,791.95	$38,292.19	$ 38,424.09	$ 88,621.00				
1-time Non-recurring Costs	NOT eligible 1-time								
1-time Non-recurring Costs	Total 1-time Cost	$ 80,791.95	$ 38,292.19	$ 38,424.09	$ 88,621.00				
Monthly Costs	ELIGIBLE Monthly Recurring								
Monthly Costs	NOT eligible Monthly Recurring								
Monthly Costs	Total Monthly Recurring	$ -	$ -	$ -	$ -				
1st Year Costs	TOTAL 1st year Costs	$ 80,791.95	$ 38,292.19	$ 38,424.09	$ 88,621.00				
1st Year Costs	Total 1st year NOT eligible Costs	$ -	$ -	$ -	$ -				
1st Year Costs	Total 1st year ELIGIBLE Services	$ 80,791.95	$ 38,292.19	$ 38,424.09	$ 88,621.00				
Least 1st year Cost of Eligible Services	$ 38,292.19					**1st year cost must be most cost effective**			
	Contract Term in MONTHS	0	0	0	0				
	TOTAL CONTRACT Eligible Cost	$ 80,791.95	$ 38,292.19	$ 38,424.09	$ 88,621.00				
Least CONTRACT Cost of Eligible Services	$ 38,292.19					**Total contract cost must be most cost effective**			
Evaluation Criterion	Weight								
For INTERNAL Reference ONLY	vs 1st year	2.37	5.00	4.98	2.16				
For INTERNAL Reference ONLY	vs. CONTRACT	2.37	5.00	4.98	2.16				
Cost of Eligible Services (required, highest weight)	26%	2.5	5	5	2	0.65	1.30	1.30	0.52
Comments									
Functionality/completeness/specifications of proposed	25%	5	5	5	5	1.25	1.25	1.25	1.25
Comments									
Cost of IN-eligible Services (required)	20%	5	5	5	5	1.00	1.00	1.00	1.00
Comments									
Vendor: qualifications, credentials, certifications, experience, references, and E-Rate compliance/experience/track record	14%	5	5	4	3	0.70	0.70	0.56	0.42
FY2016 Funding Requests	select from vendor list tab	good prior experience w/vendor	good prior experience w/vendor						
	DIR	?	1000012855	1000001050	1000045150				
Comments		$ 113,874.50	$ 347,678.01	$ 243,808.20	$ -				
Contract terms and conditions	10%	4	4	4	4	0.40	0.40	0.40	0.40
Comments									
Extent to which a single-provider, turnkey solution is provided	5%	5	5	5	0	0.25	0.25	0.25	0.00
Comments									
Total	100%					4.25	4.90	4.76	3.59
Comments									
		Final Rankings (1,2,3)				**Final Rankings (1,2,3)**			
		3	**1**	**2**	**4**	**3**	**1**	**2**	**4**

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Bid Evaluation Matrix		Magnolia Public Schools		CATEGORY 2 SERVI	CATEGORY 2 SERVICES			
170059293		© 2009-2017 The Miller Institute for Learning with Technology						
Network Components - SA & SD		Permission is given to K-12 institutions to copy for educational fair use, so long as this notice is not removed.						
Switches = 8, SFP Modules = 16, APs = 10, WAP Controller = 1, UPS = 1, Rack = 1		All other rights reserved.						
		Bidders:						
Discount Percent for Category 2		SEE INSTRUCTIONS - START HERE tab; enter Score per Vendor per Evaluation Facto		(This section is automatically Calculated)				
80%		Vendors' Scores				Vendors' Ratings		
		Ruckus/Aruba	Brocade	HP	Aruba			
		CalNet Tech	**DSC**	**DSC**	**Sehi**	**CalNet Tech**	**DSC**	**DSC**	**Sehi**
1-time Non-recurring Costs	ELIGIBLE 1-time	$ 95,465.58	$32,109.38	$35,860.08	$ 41,470.85				
1-time Non-recurring Costs	NOT eligible 1-time								
1-time Non-recurring Costs	Total 1-time Cost	$ 95,465.58	$ 32,109.38	$ 35,860.08	$ 41,470.85				
Monthly Costs	ELIGIBLE Monthly Recurring								
Monthly Costs	NOT eligible Monthly Recurring								
Monthly Costs	Total Monthly Recurring	$ -	$ -	$ -	$ -				
1st Year Costs	TOTAL 1st year Costs	$ 95,465.58	$ 32,109.38	$ 35,860.08	$ 41,470.85				
1st Year Costs	Total 1st year NOT eligible Costs	$ -	$ -	$ -	$ -				
1st Year Costs	Total 1st year ELIGIBLE Services	$ 95,465.58	$ 32,109.38	$ 35,860.08	$ 41,470.85				
Least 1st year Cost of Eligible Services	**$ 32,109.38**					**1st year cost must be most cost effective**			
	Contract Term in MONTHS	0	0	0	0				
	TOTAL CONTRACT Eligible Cost	$ 95,465.58	$ 32,109.38	$ 35,860.08	$ 41,470.85				
Least CONTRACT Cost of Eligible Services	**$ 32,109.38**					**Total contract cost must be most cost effective**			
Evaluation Criterion	Weight								
For INTERNAL Reference ONLY	vs 1st year	1.68	5.00	4.48	3.87				
For INTERNAL Reference ONLY	vs. CONTRACT	1.68	5.00	4.48	3.87				
Cost of Eligible Services (required, highest weight)	26%	1.5	5	4.5	4	0.39	1.30	1.17	1.04
Comments									
Functionality/completeness/specifications of proposed	25%	4	4	5	4	1.00	1.00	1.25	1.00
Comments				HP is preferred manufacture so more compatibile with rest of district network					
Cost of IN-eligible Services (required)	20%	5	5	5	5	1.00	1.00	1.00	1.00
Comments									
Vendor: qualifications, credentials, certifications, experience, references, and E-Rate compliance/experience/track record	14%	5	5	5	4	0.70	0.70	0.70	0.56
FY2016 Funding Requests	select from vendor list tab	$ 113,874.50	$ 347,678.01	$ 347,678.01	$ 1,109,651.27				
Comments		good prior experience w/vendor	good prior experience w/vendor	good prior experience w/vendor					
Contract terms and conditions	10%	4	4	4	4	0.40	0.40	0.40	0.40
Comments									
Extent to which a single-provider, turnkey solution is provided	5%	5	5	5	0	0.25	0.25	0.25	0.00
Comments									
Total	100%					3.74	4.65	4.77	4.00
Comments									
		Final Rankings (1,2,3)				**Final Rankings (1,2,3)**			
		4	**2**	**1**	**3**	**4**	**2**	**1**	**3**

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5/11/2017

Bid Evaluation Matrix		Magnolia Public Schools		CATEGORY 1 SERVICES		CATEGORY 1 SERVICES		

170059293 — apply for 5 lines/site, maybe not install all

Voice Service for 10 sites — 2-3 per site, 5 at larger site

Local and long distance voice service for all sites. Up to about 35 end users per site and 10 concurrent calls per site. Up to 1,000 long distance minutes per month per site, prefer pooled across district for total of 10,000 per month. Analog solution preferred.

Bidders:

SEE INSTRUCTIONS - START HERE tab; enter Score per Vendor per Evaluation Factor in the yellow area (This section is automatically Calculated)

		Vendors' Scores					Vendors' Ratings	
		PRI	Analog line				PRI	Analog line
		TWC	TWC	Vendor 3	Vendor 4	Vendor 5	TWC	TWC

Discount Percent for INTERNET Services								
80%								
Discount Percent for Voice Services								
20%								
1-time Non-recurring Costs	ELIGIBLE 1-time	$ 2,500.00						
1-time Non-recurring Costs	NOT eligible 1-time							
1-time Non-recurring Costs	Total 1-time Cost	$ 2,500.00	$ -	$ -	$ -	$ -		
Monthly Costs	ELIGIBLE Monthly Recurring	$ 3,450.00	$ 2,999.00					
Monthly Costs	NOT eligible Monthly Recurring	$ -						
Monthly Costs	Total Monthly Recurring	$ 3,450.00	$ 2,999.00	$ -	$ -	$ -		
1st Year Costs	TOTAL 1st year Costs	$ 43,900.00	$ 35,988.00	$ -	$ -	$ -		
1st Year Costs	Total 1st year NOT eligible Costs	$ -	$ -	$ -	$ -	$ -		
1st Year Costs	Total 1st year ELIGIBLE Services	$ 43,900.00	$ 35,988.00	$ -	$ -	$ -		
Least 1st year Cost of Eligible Services $	35,988.00						**1st year cost must be most cost effective**	
	Contract Term in MONTHS	0	0	0	0	0		
	TOTAL CONTRACT Eligible Cost	$ 2,500.00	$ -	$ -	$ -	$ -		
Least CONTRACT Cost of Eligible Services $	2,500.00						**Total contract cost must be most cost effective**	

Evaluation Criterion	Weight							
For INTERNAL Reference ONLY	vs 1st year	4.10	5.00	0.00	0.00	0.00		
For INTERNAL Reference ONLY	vs. CONTRACT	5.00	0.00	0.00	0.00	0.00		
Cost of Eligible Services (required, highest weight)	26%	4	5				1.04	1.30
Comments								
Functionality/completeness/specifications of proposed	25%	4	4				1.00	1.00
Comments								
Cost of IN-eligible Services (required)	20%	4	4				0.80	0.80
Comments								
Vendor: qualifications, credentials, certifications, experience, references, and E-Rate compliance/experience/track record	14%	4	4				0.56	0.56
FY2016 Funding Requests	select from vendor list tab							
Comments								
Contract terms and conditions	10%	4	4				0.40	0.40
Comments								
Extent to which a single-provider, turnkey solution is provided	5%	3	3				0.15	0.15
Comments								
Total	100%						3.95	4.21
Comments								
		Final Rankings (1,2,3)					**Final Rankings (1,2,3)**	
		2	1				2	1

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Bid Evaluation Matrix			Magnolia Public Schools		CATEGORY 1 SERVICES		CATEGORY 1 SERVICES		
170059293	apply for 5 lines/site, maybe not install all		© 2009-2017 The Miller Institute for Learning with Technology						
Voice Service for 10 sites	2-3 per site, 5 at larger site								
Local and long distance voice service for all sites. Up to about 35 end users per site and 10 concurrent calls per site. Up to 1,000 long distance minutes per month per site, prefer pooled across district for total of 10,000 per month. Analog solution preferred.									

			Bidders:						
Discount Percent for INTERNET Services			SEE INSTRUCTIONS - START HERE tab; enter Score per Vendor per Evaluation Factor in the yellow area			(This section is automatically Calculated)			
80%			Vendors' Scores			Vendors' Ratings			
Discount Percent for Voice Services			PRI	Analog line	existing service				
20%			TWC	TWC	ATT for SA		TWC	TWC	ATT for SA
1-time Non-recurring Costs	ELIGIBLE 1-time		$ 2,500.00						
1-time Non-recurring Costs	NOT eligible 1-time								
1-time Non-recurring Costs	Total 1-time Cost		$ 2,500.00	$ -	$ -	$ -	$ -		
Monthly Costs	ELIGIBLE Monthly Recurring		$ 3,450.00	$ 2,999.00	$ 690.52				
Monthly Costs	NOT eligible Monthly Recurring		$ -						
Monthly Costs	Total Monthly Recurring		$ 3,450.00	$ 2,999.00	$ 690.52	$ -	$ -		
1st Year Costs	TOTAL 1st year Costs		$ 43,900.00	$ 35,988.00	$ 8,286.27	$ -	$ -		
1st Year Costs	Total 1st year NOT eligible Costs		$ -	$ -	$ -	$ -	$ -		
1st Year Costs	Total 1st year ELIGIBLE Services		$ 43,900.00	$ 35,988.00	$ 8,286.27	$ -	$ -		
Least 1st year Cost of Eligible Services	$	**8,286.27**					**1st year cost must be most cost effective**		
	Contract Term in MONTHS		12	12	12	0	0		
	TOTAL CONTRACT Eligible Cost		$ 43,900.00	$ 35,988.00	$ 8,286.27	$ -	$ -		
Least CONTRACT Cost of Eligible Services	$	**8,286.27**					**Total contract cost must be most cost effective**		

Evaluation Criterion	Weight								
For INTERNAL Reference ONLY	vs 1st year		0.94	1.15	5.00	0.00	0.00		
For INTERNAL Reference ONLY	vs. CONTRACT		0.94	1.15	5.00	0.00	0.00		
Cost of Eligible Services (required, highest weight)	26%		1	2	5			0.26	0.52	1.30
Comments									
Functionality/completeness/specifications of proposed	25%		4	4	4			1.00	1.00	1.00
Comments									
Cost of IN-eligible Services (required)	20%		4	4	4			0.80	0.80	0.80
Comments									
Vendor: qualifications, credentials, certifications, experience, references, and E-Rate compliance/experience/track record	14%		4	4	4			0.56	0.56	0.56
FY2016 Funding Requests	select from vendor list tab								
Comments									
Contract terms and conditions	10%		4	4	4			0.40	0.40	0.40
Comments									
Extent to which a single-provider, turnkey solution is provided	5%		3	3	3			0.15	0.15	0.15
Comments									
Total	100%							3.17	3.43	4.21
Comments									
			Final Rankings (1,2,3)					**Final Rankings (1,2,3)**		
			3	**2**	**1**			**3**	**2**	**1**

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5/11/2017

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Required Forms

Signature Page

Magnolia Public Schools
FY2017 E-Rate Request for Proposals

REQUEST FOR PROPOSALS

Signature Page (required)

Applicant:	Magnolia Public Schools
Billed Entity Number:	17003590
Establishing Form 470:	170059293

For the Vendor:

Vendor hereby promises to deliver the products and services according to the pricing and schedule described in Vendor's submitted proposal and Pricing Form and to comply with all terms and conditions of the RFP and all RFP amendments included by reference, with any exceptions explicitly noted in writing in the proposal.

Kathu M. C.

Signature

Kathleen Ciccone, Sr. Manager   Time Warner Cable Business LLC
Printed Name and Title   Vendor Name

5/1/2017   143048275
Date   SPIN   DIR (required for cabling)

This proposal is submitted in response to **SPECIFIC INFORMATION**, section B.__
Section B1 Category 1 and B2 Category 1 .
(for clarity, please provide name of section as well)

Award for RFP section B.1 Category 1, Voice Service - for 8 of 10 sites

For the Applicant:

If Vendor's proposal is selected for award, Applicant will execute below to confirm acceptance and establish the *legally binding agreement*, as required by E-Rate program rules. Additional documents may be required by either party. If acceptable to Applicant, Applicant may also sign Vendor's additional contractual documentation. All terms and conditions of the RFP and all RFP amendments and supporting materials are included by reference.

DocuSigned by:
Rasul Monoshev   5/11/2017
Signature   Date
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Rasul Monoshev, IT Director
Printed Name and Title

Magnolia Public Schools   17003590
Applicant Name   BEN

Notwithstanding any statement to the contrary contained herein, by signing this form, Time Warner Cable Business LLC does not waive the exceptions/objections set forth in the Exception Chart submitted with Time Warner Cable Business LLC's proposal, and these exceptions/objections are all deemed incorporated and set forth in full herein.

Spectrum Enterprise   5/9/2017   Page 62

Awarded to:
ATT / PacBell
SPIN: 143001192 / 143002665
Service type: Local and Long Distance Voice for Santa Ana
For E-Rate Eligible Products and Services
Funding Year 2017: 7/1/2017 – 6/30/2018

Applicant:	Magnolia Public Schools
Billed Entity Number:	17003590
Establishing Form 470:	170059293

Signature: _Rasul Monoshev_

DocuSigned by:

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Date: 5/11/2017

Per attached invoice.

at&t

MAGNOLIA SCIENCE ACADEMY
SANTA ANA
250 E 1ST ST STE 1500
LOS ANGELES CA 90012 - 3831

Page 1 of 5
Account Number 714 479-0115 973 8
Billing Date Apr 8, 2017

Web Site att.com

Monthly Statement

RECEIVED
APR 17 2017
BY: _____

Bill-At-A-Glance

Previous Bill	1,213.79
Payment Received 3-30 Thank you!	1,213.79CR
Adjustments	.00
Balance	.00
Current Charges	330.56
Amount to be Debited	**$330.56**
Your Credit Card will be Debited by	May 1, 2017

AT&T Benefits

- Thank you for choosing AT&T.
  Your ALL FOR LESS package includes Local/Long Distance voice service and
  additional qualifying products. Your discounts are reflected in the applicable bill
  section for each of your services.

Billing Summary

Online: att.com/myatt	Page	
Plans and Services	1	274.55
1 800 750-2355 Change to Service: 1 800 750-2355		
Promotions and Discounts		291.88CR
Monthly Service		451.88
Additions and Changes to Service		.09
Local Toll		1.65
Surcharges and Other Fees		63.07
Government Fees and Taxes		49.74
AT&T Long Distance	3	56.01
1 800 321-2000		
Total Current Charges		**330.56**

Plans and Services

Promotions and Discounts

Item
No. Description
1. Discount for Bus Local Calling | 290.00CR
   for Bill Period Apr 8, 2017
2. Discount for Business Local | 1.88CR
   Calling for Bill Period Apr 8,
   2017

Total Promotions and Discounts | **291.88CR**

Monthly Service - Apr 8 thru May 7
Service is billed in advance from the 8th of each month.
3. Monthly Charges | **451.88**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting
from account activity.
Total Credits are $.00
Total Debits are $.09

Charges for 714 479-0115
Order No. 22222222

Item No. Description	Quantity	Monthly Rate	Amount Billed
Rates Changed			
(Monthly Charges are Prorated from Apr 1, 2017 to your Billing Date, Apr 8, 2017)			
4. Rate Change Federal Universal Service Fee	1	.06	.01

Charges for 714 479-0026
Order No. 22222222

Item No. Description	Quantity	Monthly Rate	Amount Billed
Rates Changed			
(Monthly Charges are Prorated from Apr 1, 2017 to your Billing Date, Apr 8, 2017)			
5. Rate Change Federal Universal Service Fee	1	.06	.01

News You Can Use Summary

- PREVENT DISCONNECT
- THIRD-PARTY BLOCKING
- RATE INCREASE
- CARRIER INFORMATION
- LATE PAYMENT CHARGE
- UNIVERSAL SVC FEE

See "News You Can Use" for additional information

**Local Services provided by AT&T California or AT&T Nevada based
upon the service address location.**

GO GREEN - Enroll in paperless billing.

Printed on Recyclable Paper

1000 71447901159738 8000000017121 18212000000000000000000033056

at&t

MAGNOLIA SCIENCE ACADEMY
SANTA ANA
250 E 1ST ST STE 1500
LOS ANGELES CA 90012 - 3831

Page 2 of 5
Account Number 714 479-0115 973 8
Billing Date Apr 8, 2017

Plans and Services

Additions and Changes to Service - Continued

Charges for 714 479-0041
Order No. 22222222

Item No. Description	Quantity	Monthly Rate	Amount Billed
Rates Changed			
(Monthly Charges are Prorated from Apr 1, 2017 to your Billing Date, Apr 8, 2017)			
1. Rate Change Federal Universal Service Fee	1	.06	.01

Charges for 714 479-0047
Order No. 22222222

Item No. Description	Quantity	Monthly Rate	Amount Billed
Rates Changed			
(Monthly Charges are Prorated from Apr 1, 2017 to your Billing Date, Apr 8, 2017)			
2. Rate Change Federal Universal Service Fee	1	.06	.01

Charges for 714 479-0053
Order No. 22222222

Item No. Description	Quantity	Monthly Rate	Amount Billed
Rates Changed			
(Monthly Charges are Prorated from Apr 1, 2017 to your Billing Date, Apr 8, 2017)			
3. Rate Change Federal Universal Service Fee	1	.06	.01

Charges for 714 479-0057
Order No. 22222222

Item No. Description	Quantity	Monthly Rate	Amount Billed
Rates Changed			
(Monthly Charges are Prorated from Apr 1, 2017 to your Billing Date, Apr 8, 2017)			
4. Rate Change Federal Universal Service Fee	1	.06	.01

Charges for 714 479-0078
Order No. 22222222

Item No. Description	Quantity	Monthly Rate	Amount Billed
Rates Changed			
(Monthly Charges are Prorated from Apr 1, 2017 to your Billing Date, Apr 8, 2017)			
5. Rate Change Federal Universal Service Fee	1	.06	.01

Additions and Changes to Service - Continued

Item No. Description	Quantity	Monthly Rate	Amount Billed
Charges for 714 479-0081			
Order No. 22222222			
Rates Changed			
(Monthly Charges are Prorated from Apr 1, 2017 to your Billing Date, Apr 8, 2017)			
6. Rate Change Federal Universal Service Fee	1	.06	.01

Charges for 714 479-0082
Order No. 22222222

Item No. Description	Quantity	Monthly Rate	Amount Billed
Rates Changed			
(Monthly Charges are Prorated from Apr 1, 2017 to your Billing Date, Apr 8, 2017)			
7. Rate Change Federal Universal Service Fee	1	.06	.01
Total Additions and Changes to Service			.09

Local Toll

Item No. Date Time Place Called Number	Code	Min	
Charges for 714 479-0041			
Itemized Calls			
8. 3-22 305P FULLERTON CA 714 770-6539	DO	1	1.65

Key to Calling Codes
D Day   O Oper-Dial Rates

Surcharges and Other Fees

9. Federal Subscriber Line Charge		55.26
10. Rate Surcharge		5.85CR
11. State Regulatory Fee		1.33
12. Federal Universal Service Fee		12.33
Total Surcharges and Other Fees		**63.07**

Government Fees and Taxes

13. CA High Cost Fund Surcharge - A:		1.56
14. California Teleconnect Fund Surcharge		4.82
15. Universal Lifeline Telephone Service Surcharge		21.18
16. CA Relay Service and Communications Devices Fund		2.23
17. 9-1-1 Emergency System		1.18
18. Federal		4.77
19. Local		14.00
Total Government Fees and Taxes		**49.74**

Total Plans and Services   **274.55**

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at&t

MAGNOLIA SCIENCE ACADEMY	Page	3 of 5
SANTA ANA	Account Number	714 479-0115 973 8
250 E 1ST ST STE 1500	Billing Date	Apr 8, 2017
LOS ANGELES CA 90012 - 3831		

AT&T Long Distance

Important Information

Your Rates, Terms or Services Will Change
Thank you for being a valued AT&T customer.
Effective June 12, 2017, the minimum usage charge
for customers that are not on a long distance plan
will increase from $32.50 to $37.50. The minimum
usage charge only applies to customers that have
not chosen a long distance calling plan. For
more information, to cancel service, or to discuss
other long distance calling plans, please call the
toll-free number on your bill or visit us online
at www.att.com.

Account Summary

Description	
Charges for April	56.01
Total Account Summary Charges	**56.01**

Invoice Summary

(as of MARCH 26, 2017)

Current Charges	
Service Charges	45.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	4.49
Government Fees and Taxes	6.52
Total Invoice Summary	56.01

Service Charges

Monthly Service Charges

	Type of Service	Period	Qty	
1.	AFL Unlimited 9 Ln	MAR 25 to APR 24	1	45.00
	Total Monthly Service Charges			**45.00**

Total Service Charges	45.00

Call Charges - Feb 25th thru Mar 24th

Calls for 714-479-0026

Domestic

Item No.	Date	Time	Place Called	Number	Code	Min	
2.	2-24	414P	MONTEBELLOCA	323 434-7515	D	1:00	.00
3.	2-27	943A	LONG BEACHCA	562 277-3197	D	:30	.00
4.	2-28	952A	LONG BEACHCA	562 277-3197	D	:30	.00
5.	2-28	1151A	LONG BEACHCA	562 277-3197	D	:30	.00
6.	3-09	1058A	LONG BEACHCA	562 277-3197	D	:30	.00
7.	3-17	1107A	PLVL WEST CA	530 957-4711	D	4:24	.00

Call Charges - Feb 25th thru Mar 24th - Continued

Item No.	Date	Time	Place Called	Number	Code	Min	
8.	3-20	906A	COVINA CA	626 833-2260	D	:54	.00
	Subtotal Domestic Calls for 714-479-0026						.00

Total Domestic Calls for 714-479-0026	.00

Total Calls for 714-479-0026	.00

Calls for 714-479-0041

Domestic

Item No.	Date	Time	Place Called	Number	Code	Min	
9.	2-23	932A	BEVERLYHLSCA	310 962-2977	D	:48	.00
10.	2-23	229P	LSAN DA 02CA	323 522-1556	D	2:06	.00
11.	2-24	1230P	LONG BEACHCA	562 277-3197	D	:48	.00
12.	2-24	353P	SAN PEDRO CA	310 514-6444	D	:30	.00
13.	2-27	1042A	CORONA CA	951 283-5908	D	:48	.00
14.	2-27	1103A	WHITTIER CA	562 762-2128	D	3:00	.00
15.	2-27	203P	LONG BEACHCA	562 277-3197	D	:30	.00
16.	2-27	231P	NORTHRIDGECA	818 357-6948	D	:30	.00
17.	2-28	901A	CMTN GRDN CA	310 989-0856	D	1:12	.00
18.	2-28	928A	LOSANGELESCA	213 628-3634	D	7:36	.00
19.	2-28	144P	SAN DIEGO CA	619 540-7515	D	:42	.00
20.	3-01	917A	RESEDA CA	818 609-0507	D	3:24	.00
21.	3-01	1132A	SNDG SNDG CA	619 961-0093	D	:48	.00
22.	3-01	1133A	LAS VEGAS NV	702 302-6095	D	1:48	.00
23.	3-02	912A	SNDG SNDG CA	619 961-0093	D	2:00	.00
24.	3-03	1108A	ARROWHEAD CA	909 336-1358	D	1:24	.00
25.	3-03	1127A	FONTANA CA	909 578-3061	D	:36	.00
26.	3-03	1208P	LSAN DA 01CA	213 278-1840	D	:42	.00
27.	3-06	130P	DOWNEY CA	562 644-2700	D	1:00	.00
28.	3-07	718A	CMTN GRDN CA	310 941-4343	D	1:06	.00
29.	3-07	837A	LSAN DA 02CA	323 522-1556	D	1:06	.00
30.	3-08	1006A	COVINA CA	626 833-2260	D	:42	.00
31.	3-08	1045A	WHITTIER CA	562 762-2128	D	:48	.00
32.	3-08	608P	LSAN DA 14CA	323 839-3975	D	:30	.00
33.	3-09	1135A	LONG BEACHCA	562 277-3197	D	:42	.00
34.	3-09	109P	COVINA CA	626 833-2260	D	2:24	.00
35.	3-09	356P	COVINA CA	626 833-2260	D	:30	.00
36.	3-09	500P	LSAN DA 14CA	323 839-3975	D	:36	.00
37.	3-13	1113A	CAPITRNVLYCA	949 245-9447	D	:30	.00
38.	3-13	321P	LSAN DA 02CA	323 245-2578	D	2:18	.00
39.	3-14	844A	NORTHRIDGECA	818 886-0585	D	:30	.00
40.	3-14	845A	CANOGAPARKCA	818 274-9530	D	6:36	.00
41.	3-14	909A	LSAN DA 02CA	323 522-1556	D	:30	.00
42.	3-14	1016A	CAPITRNVLYCA	949 245-9447	D	:30	.00
43.	3-14	1109A	HAYWARD CA	510 305-2159	D	:48	.00
44.	3-14	205P	SNJNCPSTRNCA	949 842-2248	D	1:48	.00
45.	3-14	753P	HAYWARD CA	510 305-2159	D	12:06	.00
46.	3-15	216P	LONG BEACHCA	562 277-3197	D	1:06	.00
47.	3-15	343P	LSAN DA 14CA	323 839-3975	D	:30	.00
48.	3-16	1038A	LSAN DA 02CA	323 245-2578	D	1:00	.00
49.	3-16	1201P	SAN DIEGO CA	619 889-2897	D	:54	.00
50.	3-17	817A	CAPITRNVLYCA	949 245-9447	D	1:30	.00
51.	3-17	955A	PUEBLO CO	719 406-8289	D	10:18	.00
52.	3-17	1008A	W ANGELES CA	310 295-1024	D	1:36	.00

at&t

MAGNOLIA SCIENCE ACADEMY
SANTA ANA
250 E 1ST ST STE 1500
LOS ANGELES CA 90012 - 3831

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Account Number 714 479-0115 973 8
Billing Date Apr 8 2017

AT&T Long Distance

Call Charges - Feb 25th thru Mar 24th - Continued

Item No.	Date	Time	Place Called	Number	Code	Min	
1.	3-17	1010A	W ANGELES CA	310 295-1024	D	4:42	.00
2.	3-17	1135A	CANOGAPARKCA	818 703-3083	D	33:00	.00
3.	3-17	131P	LSAN DA 14CA	323 839-3975	D	:30	.00
4.	3-20	819A	COVINA CA	626 833-2260	D	:42	.00
5.	3-20	231P	LONG BEACHCA	562 505-1773	D	:30	.00
6.	3-21	1206P	LONG BEACHCA	562 277-3197	D	:30	.00
7.	3-21	317P	CAPITRNVLYCA	949 245-9447	D	:30	.00
8.	3-24	943A	BKFD MAIN CA	661 324-4741	D	3:48	.00
9.	3-24	1111A	LA JOLLA CA	858 642-8260	D	2:18	.00

Subtotal Domestic Calls for 714-479-0041   .00

Total Domestic Calls for 714-479-0041   **.00**

Total Calls for 714-479-0041   **.00**
Calls for 714-479-0115

Domestic

Item No.	Date	Time	Place Called	Number	Code	Min	
10.	3-21	1207P	CAPITRNVLYCA	949 245-9447	D	:30	.00

Subtotal Domestic Calls for 714-479-0115   **.00**

Total Domestic Calls for 714-479-0115   **.00**

Total Calls for 714-479-0115   **.00**

Total Call Charges   **.00**

Surcharges and Other Fees

	Description	
11.	Federal Regulatory Fee	1.10
12.	Federal Universal Service Fee	3.31
13.	CA State Regulatory Fee	.08
	Total Surcharges and Other Fees	**4.49**

Government Fees and Taxes

	Description	
14.	CA High Cost Fund A	.09
15.	CA Relay Service & Comm. Devices Fund	.13
16.	CA State Emergency Telephone Users (911) Tax	.20
17.	CA Teleconnect Fund (1.08%)	.28
18.	CA Universal Lifeline Tel. Service Fund	1.24
19.	CA Local Utility Users Tax	4.58
	Total Government Fees and Taxes	**6.52**

Key to Calling Codes
D Day   Z Other

Message Regarding Terms & Conditions:

To view your Terms & Conditions for AT&T Long Distance, access www.att.com/servicepublications or call AT&T at the toll free number on your bill.

Total Other AT&T Long Distance   **56.01**

News You Can Use

PREVENT DISCONNECT
All charges must be paid each month to keep your account current. However, "basic service" and its applicable taxes and surcharges MUST be paid to avoid disconnection. Currently, for this account that amount is $189.18 . Failure to pay non-basic charges may result in other collection activities, including restriction of toll calls.

CARRIER INFORMATION
Our records indicate that you have selected
AT&T Long Distance or a company that resells their services as your primary local toll carrier and AT&T Long Distance or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

THIRD-PARTY BLOCKING
AT&T sometimes bills charges on behalf of other companies. We offer third-party bill blocking to prevent billing of certain "enhanced" service charges, at no charge. Third-party bill blocking does not affect billing for long-distance or operator services. It also does not affect billing by AT&T affiliates or members of our marketing alliances. To order third-party bill blocking, please call us at the toll free number on your bill. For additional information regarding third-party charges, please visit us online at att.net/smartcontrols-Cramming.

LATE PAYMENT CHARGE
There will be a change to the late payment charge on outstanding balances not paid by the due date. Currently the late payment charge is applied only when the outstanding balance is at least $30. The late payment charge will be applied when the outstanding balance is $5 or more, as of 6/1/2017. For questions regarding this change, please call an AT&T Service Representative at the toll-free number on your bill.

RATE INCREASE
The monthly rate for Business Access Lines will increase from $96 to $111 on 6/1/2017. Total rates vary in Extended Area Service exchanges and with Foreign Exchange Service, however the amount of the increase will be the same. For more information, please visit us online at att.com or call the number listed on your bill.

UNIVERSAL SVC FEE
The Federal Universal Service Fee increased on 4/1/2017. The fee supports telecommunication needs of low-income households, consumers living in high cost areas, schools, libraries and rural hospitals. Your current bill reflects the change. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

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at&t

MAGNOLIA SCIENCE ACADEMY
SANTA ANA
250 E 1ST ST STE 1500
LOS ANGELES CA 90012 - 3831

Page 5 of 5
Account Number 714 479-0115 973 8
Billing Date Apr 8, 2017

Terms and Conditions

THREE PAYMENT OPTIONS: Electronically: through Automatic Payment Service or Online: AT&T eBill℠. At an Authorized Payment Location. Or mail to AT&T PO BOX 5025, Carol Stream, IL 60197-5025.

BILLING QUESTIONS: Call number in Billing Summary (see page 1), write: Residence Service, POB 9039, South San Francisco, CA 94083; or Business Service, 14575 Presidio Square, Room CR, Houston, TX 77083, or visit att.com. We will investigate and notify you. If you have a complaint you cannot resolve with us write the California Public Utilities Commission at Consumer Affairs Branch, 505 Van Ness Ave., San Francisco, CA 94102, or at www.cpuc.ca.gov, or call 1-800-649-7570 or TDD 1-800-229-6846. If your complaint concerns interstate or international calling, write the FCC at Consumer Complaints, 445 12th Street SW, Washington, D.C. 20554, or at fccinfo@fcc.gov, or call 1-888-225-5322, or TTY 1-888-835-5322. Note: The CPUC handles complaints of both interstate and intrastate unauthorized carrier changes ("slamming"). The California consumer protection rules are available online at www.calphoneinfo.com.

FEDERAL SURCHARGES: The Federal Universal Service Fee and the Federal Subscriber Line Charge are charges imposed by action of the Federal Communications Commission.

TARIFF INFORMATION: Call 1-888-319-8800 or visit our web site www.att.com/servicepublications.

SERVICE INFORMATION
Your local services are provided by AT&T California (Pacific Bell Telephone Company). Your AT&T long distance services, if any, are provided by one or more of the following AT&T Inc. subsidiaries: AT&T Long Distance (SBC Long Distance, LLC), AT&T Communications of California, Inc., and/or AT&T Corp. You can find the name of your long distance service provider in the long distance section of your bill. To view your provider's service publications, including Guidebooks, Service Guides and/or Tariffs, go to att.com/servicepublications.

Letter of Agreement
Magnolia Public Schools

As described in the Request For Proposals [RFP] for "Applicant" (noted below) for E-Rate Eligible Products and Services Funding Year 2017: 7/1/2017- 6/30/2018, the RFP and all addenda issued pursuant to it shall be incorporated by reference into the final contract. The following additional provisions are also incorporated.

The parties shall have the right to mutually agree to amend the original contract within the constraints of Applicant's local procurement rules, Applicant's State's procurement regulations, and the E-Rate program rules.

Vendor will provide the completed SLD standard upload template for contracted products/services (available here: http://www.usac.org/sl/applicants/step03/form-471.aspx), ready for upload to the Form 471 application, with: proper SPIN; properly categorized description of products/services; quantities; itemized taxes, fees, surcharges, shipping; ineligible costs clearly isolated.

Applicant reserves the right to:
1) Not proceed with contracted products/services unless approved by Applicant Board,
2) Not proceed with contracted products/services unless E-Rate funding is approved,
3) Not proceed with contracted products/services if E-Rate funding is lower than requested,
4) Optionally proceed with contracted products/services with a reduced scope of work consistent with the level of funding approved, if determined by the Applicant to be in its best interest,
5) Optionally proceed with contracted products/services with 'same functionality' products as needed (service substitution).

After written notification of contract award and before the start of work, the Vendor will receive purchase order(s) [POs], carrier service order(s) [CSOs] or similar written instructions to begin providing the products/services pursuant to the contract awarded as a result of the RFP. Vendors **must not** deliver products or start work before being so advised in writing, and in no case prior to April 1 preceding the start of the funding year.

Vendor will invoice Applicant only for its Applicant share of cost, regardless of: when the project is initiated or whether FCDL has been issued before project start. All invoices will show the following: Vendor's SPIN, E-Rate funding year, E-Rate Funding Request Number, the full amount of the services, the discount amount of the services and the Applicant share. Vendor will invoice USAC for reimbursement of the E-Rate discounted amount via the Service Provider Invoicing (SPI) method. *Invoices for non-recurring costs must not be dated prior to July 1 of the relevant funding year*, even if Applicant authorizes early implementation.

In the event of significant delays, such as due to late FCDL, should the project eventually proceed, Vendor agrees to use best efforts as necessary to substitute equivalent or better parts or services at equivalent or better pricing, so as to enable compliant Service Substitutions where necessary (such as due to "product end of life" situations caused by the delay). Labor rates, where applicable, will not increase by more than is justifiable by an objective third-party measure of inflation such as the Consumer Price Index [CPI] during the period of delay.

Additionally, Applicant has the right to conduct acceptance procedures such as equipment testing or a walk through before payment. Applicant will strictly enforce contract quality provisions including applicable industry and/or manufacturer standards.

Contract expiration date is explicitly 9/30/2018. The parties shall have the right to mutually agree to extend the delivery and expiration date of this project in the event of delayed FCDL. Applicant and Vendor agree that the contract may additionally be extended as needed for Applicant convenience.

mps_y20_c2_contract_provisions

Letter of Agreement
Magnolia Public Schools

Executed on the date(s) set forth below, by duly authorized agents for the respective parties.

	Applicant	**Vendor**
Name of Organization	Magnolia Public Schools	Digital Synergy Consulting, Inc.
E-Rate ID **Establishing Form 470**	BEN: 17003590 **#170059293**	SPIN: 143036385
Address	250 East 1st Street, Suite 1500	15021 Ventura Blvd #501
Address	Los Angeles, CA 90012	Sherman Oaks, CA 91403
Phone	(213) 628-3634	818.647.9900 x210
Authorized Signer Name	Rasul Monoshev	Ken Hagopian
Authorized Signer Title	IT Director	CEO
Authorized Signer Email	rmonoshev@magnoliapublicschools.org	Ken@dsc.la
Signature	DocuSigned by: Rasul Monoshev AEA501A6AC004C4...	
Date	5/11/2017	

mps_y20_c2_contract_provisions

Page 2 of 2

Magnolia Public Schools
FY2017 E-Rate Request for Proposals

REQUEST FOR PROPOSALS

Signature Page (required)

Applicant:	Magnolia Public Schools
Billed Entity Number:	17003590
Establishing Form 470:	170059293

For the Vendor:
Vendor hereby promises to deliver the products and services according to the pricing and schedule described in Vendor's submitted proposal and Pricing Form and to comply with all terms and conditions of the RFP and all RFP amendments included by reference, with any exceptions explicitly noted in writing in the proposal.

Signature

Larry Loval, V.P. Cox Business SD   Cox California Telcom LLC

Printed Name and Title   Vendor Name

4/27/17   143000014

Date   SPIN   DIR (required for cabling)

This proposal is submitted in response to **SPECIFIC INFORMATION,** section B.__
Voice and Internet .
(for clarity, please provide name of section as well)

For the Applicant:
If Vendor's proposal is selected for award, Applicant will execute below to confirm acceptance and establish the *legally binding agreement,* as required by E-Rate program rules. Additional documents may be required by either party. If acceptable to Applicant, Applicant may also sign Vendor's additional contractual documentation. All terms and conditions of the RFP and all RFP amendments and supporting materials are included by reference.

DocuSigned by:
Rasul Monoshev   5/11/2017
AEA501A6AC004C4...
Signature   Date

Rasul Monoshev, IT Director
Printed Name and Title

Magnolia Public Schools   17003590
Applicant Name   BEN

Magnolia Public Schools
FY2017 E-Rate Request for Proposals

REQUEST FOR PROPOSALS

Signature Page (required)

Applicant:	Magnolia Public Schools
Billed Entity Number:	17003590
Establishing Form 470:	170059293

For the Vendor:

Vendor hereby promises to deliver the products and services according to the pricing and schedule described in Vendor's submitted proposal and Pricing Form and to comply with all terms and conditions of the RFP and all RFP amendments included by reference, with any exceptions explicitly noted in writing in the proposal.

_____

Signature

 Ken Hagopian   CEO   Digital Synergy Consulting, Inc.
_____
Printed Name and Title   Vendor Name

 5/9/2017   143036385   1000012855
_____
Date   SPIN   DIR (required for cabling)

This proposal is submitted in response to **SPECIFIC INFORMATION,** section B.___
    Category 2 Internal Connections .
_____
(for clarity, please provide name of section as well)

For the Applicant:

Award for RFP sections B.3 Category 2, Internal Connections – Cabling for San Diego and B.4 Category 2, Internal Connections – Network Components

If Vendor's proposal is selected for award, Applicant will execute below to confirm acceptance and establish the *legally binding agreement,* as required by E-Rate program rules. Additional documents may be required by either party. If acceptable to Applicant, Applicant may also sign Vendor's additional contractual documentation. All terms and conditions of the RFP and all RFP amendments and supporting materials are included by reference.
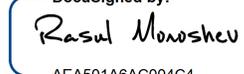
Rasul Monoshev
AEA501A6AC004C4   5/11/2017
_____
Signature   Date

Rasul Monoshev, IT Director
_____
Printed Name and Title

Magnolia Public Schools   17003590
_____
Applicant Name   BEN

Page 10 of 26   mps_y20_rfp

ICB Commercial Service Agreement

05/17/2017

Cox Account Rep:	Sally Bowen	**Cox System Address:**	
Phone Number:		5159 Federal Blvd	
Fax Number:		San Diego, CA 92105	

Customer Information		**Authorized Customer Representative Information**	
Legal Company Name:	Magnolia Public Schools	**Full Name:**	
Street Address:	6525 ESTRELLA AVE	**Billing Contact:**	
City/State/Zip:	SAN DIEGO, CA - 92120	**Fax:**	
Billing Address:	6525 ESTRELLA AVE	**Contact Number:**	
City/State/Zip:	SAN DIEGO, CA - 92120	**Email Address:**	
Cox Account #:			
Merge Bill:			

Taxes and Fees Not Included						
Service Description	**Prev QTY**	**New QTY**	**Unit Price**	**Term (Months)**	**Service Charges**	
					Monthly Recurring	**One Time Activation & Setup Fees**
Cox Optical Internet 1 Gbps		1	2,500.00	36	2,500.00	0.00
- Additional Features			0.00		0.00	0.00
VoiceManager Essential Pkg - Free Local		10	20.00	36	200.00	0.00
- Additional Features			0.00		45.00	0.00
Totals:					2,745.00	0.00

Equipment Charges			
Description	**Quantity**	**Unit Price**	**Total Fee**

Special Conditions

The Initial Term of this Agreement is for three (3) years beginning July 1, 2016. The parties may renew this Agreement for two (2) separate additional one-year periods upon mutual agreement of the parties. The pricing for the renewal periods shall be at the same rates as the Initial Term. Customer may order additional services or upgrade the Services during the Term upon written request to Cox (and subject to Cox's written acceptance) at the prices stated in Exhibit A to this Agreement.

Promotion Details

By signing this Agreement, you represent that you are the authorized Customer representative and the information above is true and correct. This Agreement binds Customer to the terms and conditions attached to this Agreement (the "Service Terms") and any other terms and conditions applicable to the Services set forth above, including without limitation, the Cox tariffs, Service Guides, State and Federal regulations, the General Terms located at http://ww2.cox.com/aboutus/policies/business-general-terms.cox, and the Cox Acceptable Use Policy (the "AUP"). Customer acknowledges receipt and acceptance of the Service Terms, the AUP and the General Terms by signing this Agreement. Customer acknowledges and accepts that Customer is solely responsible for protecting its network, equipment and the software through the use of firewalls, anti-virus and other security devices. Customer further acknowledges and accepts that Customer is solely responsible for fraudulent activity and related charges that result from Customer's failure to protect its network, equipment and the software. This Agreement is subject to credit approval and Customer authorizes Cox to check credit. The prices above do not include applicable taxes, fees, assessments or surcharges which are additional and may change. This proposal is valid provided Customer signs and delivers this Agreement to Cox unchanged within thirty (30) days from the date above. By signing this agreement, Customer acknowledges that if (i) the transport Service(s) (e.g. Private Line Type Services, Ethernet Services) cross state boundaries or (ii) at least 10% of traffic on said transport Service(s) is Interstate in nature or designated for Internet traffic, then the entire transport Service(s) is considered Interstate. Customer has reviewed the interstate/intrastate designation of the transport Service(s) listed in the Service Description above and attests that all such designations are correct. In addition to any other termination rights in this Agreement, Cox may terminate this Agreement without liability at any time prior to installation of Services or if Cox determines that Customer's location is not reasonably serviceable according to Cox's standard practices. If Customer terminates or decreases any Service that is part of a bundle offering, the remaining Service(s) shall be subject to price increases for the remaining Term. Each party may use electronic signature to sign this Agreement, provided the electronic signature method used by Customer is acceptable to Cox. "Acceptance" of the Agreement by Cox shall occur upon the earlier of (i) Cox's countersignature of this Agreement or (ii) Cox's installation of Service at Customer's location. If Customer cancels this Agreement prior to installation of Service by Cox, Customer shall be liable for Cox's costs incurred. If Cox Equipment is not returned to Cox after disconnection of Services, Customer shall be liable for the Cox Equipment costs. I acknowledge that I have read and understand the 911 disclosures in Section 2 of the Service Terms. To review Cox's Internet Service Disclosures, please visit www.cox.com/internetdisclosures.

Customer Authorized Signature	**Cox Communications California, LLC; Cox California Telcom, LLC**
Signature:	Signature:
Print:	Print:
Title Position:	Title Position:
Date:	Date:

This "Agreement" includes the terms and conditions (i) on the previous page or, if in the Cox Business e-commerce environment, as selected above (the "Cover Page"); (ii) on this page, including without limitation all policies and terms incorporated into this page (the "Service Terms"); and (iii) set forth at http://ww2.cox.com/aboutus/policies/business-general-terms.cox (the "General Terms").

1. Tariffs/Service Guide If Customer is purchasing any Service that is regulated by the FCC or any State regulatory body ("Regulated Service"), then Customer's use of such Regulated Service is subject to the regulations of the FCC and the regulatory body of the State in which the Customer location receiving the Regulated Service is located (which regulations are subject to change), as well as the rates, terms, and conditions contained in tariffs on file with State and Federal regulatory authorities. For States where the Regulated Service is de-tariffed, the Regulated Service is provided pursuant to the rates, terms and conditions for the Cox Service Guide for that State (the "SG"), which may be found at http://ww2.cox.com/business/voice/regulatory.cox and which terms are incorporated herein by reference. Cox may amend such tariffs and the SG and the Regulated Service shall be subject to such tariffs, or, if applicable, the SG, as amended. Customer must disclose to Cox if Customer intends to use the Regulated Services with payphone service. The tariffs and the SG contain cancellation or termination fees due in the event of cancellation or termination (including partial termination) of a Regulated Service prior to the Term selected on the Cover Page. Termination fees include, but are not limited to, nonrecurring charges, charges paid to third parties on behalf of Customer, and the monthly recurring charges for the balance of the Term.

2. E911 Services FOR IMPORTANT INFORMATION ABOUT COX'S 911 PRACTICES, PLEASE REVIEW THE INFORMATION ABOUT E911 SERVICE IN THE GENERAL TERMS AND ON THE WEBSITE http ://ww2.cox.com/business/voice/regulatory.cox. ONLY THE EMTA WILL HAVE BATTERY BACKUP PROVIDED BY COX. CUSTOMER IS RESPONSIBLE FOR BATTERY BACKUP FOR THE IAD, ESBC, ATA AND ALL CUSTOMER EQUIPMENT. IN THE EVENT OF A POWER OUTAGE, CUSTOMER'S TELEPHONE SERVICE USING AN EMTA WILL CONTINUE TO OPERATE AS USUAL FOR UP TO EIGHT HOURS WITH THE BACKUP BATTERY PROVIDED BY COX. THE DURATION OF SERVICE DURING A POWER OUTAGE USING AN IAD , ATA, AND ESBC WILL DEPEND ON CUSTOMER'S BATTERY BACKUP CHOICE. IF THE EMTA, ATA, ESBC OR IAD THAT SUPPLIES YOUR TELEPHONE SERVICE IS DISCONNECTED OR REMOVED AND/OR THE BATTERY IS NOT CHARGED OR IS DAMAGED, SERVICE, INCLUDING ACCESS TO 911 OR E911, WILL NOT BE AVAILABLE. COX SHALL NOT BE RESPONSIBLE OR LIABLE FOR ANY FAILURE TO RECEIVE SERVICE OR FOR THE FAILURE OF ANY 911 OR E911 CALL IF CUSTOMER REMOVES OR DISCONNECTS THE EMTA, ATA, ESBC OR IAD OR IF CUSTOMER FAILS TO CHARGE THE BATTERY FOR SAID DEVICES AT ANY TIME DURING THE TERM OF THIS AGREEMENT. COX USES YOUR TELEPHONE SERVICE ADDRESS TO IDENTIFY YOUR LOCATION FOR E911 SERVICE. IF THE EMTA, ATA ESBC AND/OR IAD INSTALLED IN YOUR BUSINESS IS MOVED, THE E911 DISPATCH MAY NOT RECEIVE YOUR CORRECT ADDRESS. PLEASE NOTIFY COX IF YOU WOULD LIKE TO MOVE OR RELOCATE YOUR TELEPHONE SERVICE. IT CAN TAKE UP TO 2 BUSINESS DAYS FOR YOUR NEW ADDRESS TO BE UPDATED.

3. Service Start Date and Term This Agreement shall be effective upon execution by Customer and "Acceptance" by Cox (as such term is defined on the Cover Page). The "Initial Term" shall begin upon installation of Service and shall continue for the applicable Term commitment set forth on the Cover Page. However, if Customer delays installation or is not ready to receive Services on the agreed-upon installation date, Cox may begin billing for Services on the date Services would have been installed. Cox shall use reasonable efforts to make the Services available by the requested service date. Cox shall not be liable for damages for delays in meeting service dates due to install delays or reasons beyond Cox's control. If Customer delays installation for more than ninety (90) days after Customer's execution of this Agreement, Cox reserves the right to terminate this Agreement by providing written notice to Customer and Customer shall be liable for Cox's reasonable costs incurred. AFTER THE INITIAL TERM, THIS AGREEMENT SHALL AUTOMATICALLY RENEW FOR ONE (1) YEAR TERMS (EACH AN "EXTENDED TERM") UNLESS A PARTY GIVES THE OTHER PARTY WRITTEN TERMINATION NOTICE AT LEAST THIRTY (30) DAYS PRIOR TO THE EXPIRATION OF THE INITIAL TERM OR THEN CURRENT EXTENDED TERM. "Term" shall mean the Initial Term and Extended Term (s), if any. Cox reserves the right to increase rates for all Services by no more than ten percent (10%) during any Extended Term by providing Customer with at least sixty (60) days written notice of such rate increase. This limitation on rate increases shall not apply to video Services or Services for which rates, terms and conditions are governed by a Cox tariff or SG. Upon notice to Customer, Cox may change the rates for video Services periodically during the Term. Cox may change the rates for telephone Service subject to a Cox tariff or SG periodically during the Term. For the avoidance of doubt, promotional rates and promotional discounts provided to Customer will expire at the end of the Initial Term or earlier as set forth in the promotion language. Customer's payment for Service after notice of a rate increase will be deemed to be Customer's acceptance of the new rate.

4. Termination Customer may terminate any Service before the end of the Term selected by Customer on the Cover Page; provided, however, if Customer terminates any such Service before the end of the Term (except for breach by Cox), unless otherwise expressly stated in the General Terms, Customer will be obligated to pay Cox a termination fee equal to the nonrecurring charges (if unpaid) and One Hundred Percent (100%) of the monthly recurring charges for the terminated Service(s) multiplied by the number of full months remaining in the Term. This provision survives termination of the Agreement. If there is signal interference with any Cox Service(s), Cox may terminate this Agreement without liability if Cox cannot resolve the interference by using commercially reasonable efforts.

5. Payment Customer shall pay Cox all monthly recurring charges ("MRCs") and all non-recurring charges ("NRCs"), if any, by the due date on the invoice. Any amount not received by the due date shown on the applicable invoice will be subject to interest or a late charge no greater than the maximum rate allowed by law. If Cox terminates this Agreement due to Customer's breach, or if Customer fails to pay any amounts when due and fails to cure such non-payment upon receipt of written notice of non-payment from Cox, Customer will be deemed to have terminated this Agreement and will be obligated to pay the termination fee described above. If applicable to the Service, Customer shall pay sales, use, gross receipts, and excise taxes, access fees and all other fees, universal service fund assessments, 911 fees, franchise fees, bypass or other local, State and Federal taxes or charges, and deposits, imposed on the use of the Services. Taxes will be separately stated on Customer's invoice. No interest will be paid on deposits unless required by law.

6. Service and Installation Cox shall provide Customer with the Services identified on the Cover Page and may provide related facilities and equipment, the ownership of which shall be retained by Cox (the "Cox Equipment"), or for certain Services, Customer, may purchase equipment from Cox ("Customer Purchased Equipment"). Customer is responsible for damage to any Cox Equipment. Customer may use the Services for any lawful purpose, provided that such purpose: (i) does not interfere or impair the Cox network or Cox Equipment; (ii) complies with the AUP; and (iii) is in accordance with the terms and conditions of this Agreement. Customer shall use the Cox Equipment only for the purpose of receiving the Services. Customer shall use Customer Purchased Equipment in accordance with the terms of this Agreement and any related equipment purchase agreement. Unless provided otherwise herein, Cox shall use commercially reasonable efforts to maintain the Services in accordance with applicable performance standards. Cox network management needs may require Cox to modify upstream and downstream speeds. Use of the data, Internet, web conferencing/web hosting Services shall be subject to the AUP at http://ww2.cox.com/aboutus/policies/business-policies.cox, which is incorporated herein by reference. Cox may change the AUP from time to time during the Term. Customer's continued use of the Services following an AUP amendment shall constitute acceptance of the revised AUP.

7. E-Rate Customers If Customer is an educational institution, library or other entity that qualifies as an applicant seeking reimbursement under the Federal Universal Service Fund Schools and Libraries Program (collectively, "E-Rate Customers"), the E-Rate provisions of the General Terms will apply, in addition to all other terms and conditions of this Agreement.

8. General Terms The General Terms are hereby incorporated into this Agreement by reference. Cox, in its sole discretion, may modify, supplement or remove any of the General Terms from time to time, without additional notice to Customer, and any such changes will be effective upon Cox publishing such changes on the website listed above. BY EXECUTING THIS AGREEMENT AND/OR USING OR PAYING FOR THE SERVICES, CUSTOMER ACKNOWLEDGES THAT IT HAS READ, UNDERSTOOD, AND AGREED TO BE BOUND BY THE GENERAL TERMS.

9. LIMITATION OF LIABILITY COX AND/OR ITS AGENTS SHALL NOT BE LIABLE FOR DAMAGES FOR FAILURE TO FURNISH OR INTERRUPTION OF ANY SERVICES, NOR SHALL COX OR ITS AGENTS BE RESPONSIBLE FOR FAILURE OR ERRORS IN SIGNAL TRANSMISSION, LOST DATA, FILES OR SOFTWARE DAMAGE REGARDLESS OF THE CAUSE. COX SHALL NOT BE LIABLE FOR DAMAGE TO PROPERTY OR FOR INJURY TO ANY PERSON ARISING FROM THE INSTALLATION OR REMOVAL OF EQUIPMENT UNLESS CAUSED BY THE NEGLIGENCE OF COX. UNDER NO CIRCUMSTANCES WILL COX BE LIABLE FOR ANY INDIRECT, INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES, INCLUDING LOST PROFITS, ARISING FROM THIS AGREEMENT OR ITS PROVISION OF THE SERVICES.

10. WARRANTIES EXCEPT AS PROVIDED IN THIS AGREEMENT, THERE ARE NO OTHER AGREEMENTS, WARRANTIES OR REPRESENTATIONS, EXPRESS OR IMPLIED, EITHER IN FACT OR BY OPERATION OF LAW, STATUTORY OR OTHERWISE, INCLUDING WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, RELATING TO THE SERVICES. SERVICES PROVIDED ARE A BEST EFFORTS SERVICE AND COX DOES NOT WARRANT THAT THE SERVICES, EQUIPMENT OR SOFTWARE SHALL BE ERROR-FREE OR WITHOUT INTERRUPTION. INTERNET AND WIFI SPEEDS WILL VARY. COX MAKES NO WARRANTY AS TO TRANSMISSION OR UPSTREAM OR DOWNSTREAM SPEEDS OF THE NETWORK.

11. Public Performance If Customer engages in a public performance of any copyrighted material contained in any of the Services, Customer, and not Cox, shall be responsible for obtaining any public performing licenses at Customer's expense. The Video Service that Cox provides under this Agreement does not include a public performance license.

COX Business Services.

Service Detail

Cust Account #:	**Sales Phone:**
Sales Rep: Sally Bowen	**Sales Fax:**

CUSTOMER INFORMATION	AUTHORIZED CUSTOMER CONTACT INFORMATION
Customer Name: Magnolia Public Schools	**Ordered By:**
Doing Business As:	**Ttitle:**
Service Address: 6525 ESTRELLA AVE	**Business Phone:**
City/State/Zip: SAN DIEGO, CA - 92120	**Cell Phone:**
	Business Fax:
	E-Mail Address:

Internet - Cox Optical Internet 1 Gbps

EQUIPMENT 1:   **Part #:**

Category	Feature	Detail
All	Router for COI	
Hi Cap Data	Fiber Descriptor Code - Data	

Telephone - VoiceManager Essential Pkg - Free Local

Phone #:   :

Category	Feature	Detail
Minute Pack	Cox Business Minute Pack 1000 - 3 Year	

Phone #:   :

Category	Feature	Detail

Phone #:   :

Category	Feature	Detail

Phone #:   :

Category	Feature	Detail

Phone #:   :

Category	Feature	Detail

Phone #:   :

Category	Feature	Detail

Phone #:   :

Category	Feature	Detail

Phone #:   :

Category	Feature	Detail

Phone #:   :

Category	Feature	Detail

Phone #:   :

Category	Feature	Detail

Phone #:   :

Category	Feature	Detail

MAGNOLIA PUBLIC SCHOOLS

ATTN: Rasul Monoshev

470-Form #: 170059293

We appreciate the opportunity to bid on your wireless initiative. It's clear that Magnolia Public Schools is committed to creating a learning environment that best supports their students. We have the knowledge and experience to put in a wireless network that works within a budget that is affordable to the school.

SPIN # 143036385 – Digital Synergy Consulting, Inc.
FRN # 0024370165
DIR # 1000012855
CSLB C10 License # 1011924
CA Small Business Certification ID: 1757859
LA County Small Business Certification #: 1757859
City of Los Angeles Small Business Certification # SLB – 3155

Bidding Company:

Digital Synergy Consulting, Inc.
15021 Ventura Blvd #501
Sherman Oaks, CA 91403

Contact:

Ken Hagopian
818.647.9900 x210
ken@dsc.la

DIGITAL SYNERGY
INFORMATION TECHNOLOGY
15021 Ventura Blvd. #501 Sherman Oaks, CA 9140

Capabilities Statement:

Digital Synergy is an IT consulting company located in Los Angeles, CA. We have implemented a number of high density multi-building and multi-floor wireless networks for both educational institutions and other enterprises. We have the experience to put in wireless networks that work, and the tools to validate the design. We are HP, Brocade, Cisco, Meraki, Aruba and Ruckus wireless partners. We also utilize specific tools such as Ekahau site survey to create a visual heat map of the floor, building or campus so the wireless network can be validated. In addition, we have other tools that assist us in seeing wireless interference in the air to help troubleshoot wireless issues.

We have spearheaded 1 to 1 initiatives for schools, and assist them in the design of their networks, wireless infrastructure, servers, and google apps.

We are a Brocade premier partner.

We have been providing network services since 2006

Project Scope and assumptions:

We have bid the cabling as requested. Without having a walkthrough firm pricing is difficult to give. To help address that we have bid armored fiber cabling that will allow us to run it without an innerduct or conduit inside a building.

We have bid cat6 cabling. All our drops are certified with a fluke dsx-5000 to verify that the cabling will perform as required.

We have bid 2 options for the switches:

1) Brocade switches with limited lifetime warranty
2) HP Switches with limited lifetime warranty

They both have the same specifications in regard to port count, poe, and SFP+, Basic L3

DIGITAL SYNERGY
INFORMATION TECHNOLOGY
15021 Ventura Blvd. #501 Sherman Oaks, CA 9140

Digital Synergy Consulting Inc.
Quote

DIGITAL SYNERGY

From:

Ken Hagopian
Digital Synergy Consulting Inc.
15021 Ventura Blvd. #501
Sherman Oaks, CA 91403

(818) 647-9900
Ken@DigitalSynergyIT.com

Prepared for:

Rasul Monoshev
Magnolia Public Schools
18238 Sherman Way
Reseda, CA 91335
United States

rmonoshev@magnoliapublicschools.org

Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA SD Cabling	$0.00	$0.00
3.00	Fiber Optic Cable - 6 Fiber Indoor Armored Plenum, MM 50/125 OM3 cable terminated with LC connectors	$1,550.00	$4,650.00
3.00	1U Rackmount Fiber Tray (Quantity can be reduced, assumption is 3 different IDFs)	$150.00	$450.00
6.00	6 Port (12F) Loaded LC Adapter Panel	$50.00	$300.00
16.00	1M Multimode Duplex 10 Gigabit Fiber Optic Patch Cable (50/125) - LC to LC has ceramic ferrules and a 50/125 Micron core. (Quantity can be changed assumption is to match SFP Module count)	$20.00	$320.00
200.00	Cabling CAT6 Non-Plenum, basic drops assumptions: existing pathways, no conduit runs required or room in existing conduits, no surface raceway required. Per drop cost	$150.00	$30,000.00
300.00	Basic Wire Molding per foot pricing cost.	$3.50	$1,050.00
9.00	Cat 6 panel 24 port	$95.00	$855.00
		Subtotal:	$37,625.00
		Sales Tax:	$667.19
		Total:	$38,292.19

Thank you, We appreciate the opportunity to quote your business.
http://www.dsc.la

Signature:_____   Date: _____

Digital Synergy Consulting Inc.
Quote

DIGITAL SYNERGY

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Ken@DigitalSynergyIT.com

Prepared for:

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Magnolia Public Schools
18238 Sherman Way
Reseda, CA 91335
United States

rmonoshev@magnoliapublicschools.org

Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA SD Brocade Switches	$0.00	$0.00
4.00	Erate: BROCADE ICX7150-48P-2X10G : ICX 7150 Switch, 48x 10/100/1000 PoE+ ports, 2x 1G RJ45 uplink-ports, 2x 1G SFP and 2x 10G SFP+ uplink-ports upgradable to 4x 10G SFP+ with license, 370W PoE budget, basic L3 (static routing and RIP)	$1,450.00	$5,800.00
8.00	Brocade 10G-SFPP-SR Compatible 10GBASE-SR SFP+ Module	$125.00	$1,000.00
2.00	Erate: BROCADE 10G-SFPP-TWX-0101 : DIRECT ATTACHED SFPP ACTIVE COPPER,1M,1-PACK	$100.00	$200.00
1.00	APC Smart-UPS 2200VA LCD RM 2U 120V US SMT2200RMUS	$1,200.00	$1,200.00
10.00	E-rate - RUCKUS WIRELESS : ZoneFlex R710 US dual-band 802.11abgn/ac Wireless Access Point, 4x4:4 streams Wave 2, BeamFlex+, dual ports with link aggregation support, 802.3af PoE support. Does not include power adapter or PoE injector. Includes Limited Lifetime Warranty.	$600.00	$6,000.00
10.00	5yr Ruckus Cloud WiFi license for 1 AP, Special EDU	$150.00	$1,500.00
1.00	Rack 42u Enclosure	$550.00	$550.00
1.00	Installation and Configuration of all equipment listed on quote.	$4,500.00	$4,500.00
		Subtotal:	**$20,750.00**
		Sales Tax:	**$1,334.38**
		Total:	**$22,084.38**

Thank you, We appreciate the opportunity to quote your business.
http://www.dsc.la

Signature:_____   Date: _____

Digital Synergy Consulting Inc.
Quote

DIGITAL SYNERGY

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rmonoshev@magnoliapublicschools.org

Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA SD HP Switches	$0.00	$0.00
4.00	Erate HP J9729A#ABA 2920-48G-POE+ Switch. 48-port basic L3 10/100/1000 PoE+ switch with 2 slots for optional 10G modules, 1 slot for optional stacking module and a modular power supply. 370 W PoE+	$1,861.00	$7,444.00
8.00	HP J9150A Compatible 10GB SFP+ SR MMF, 850nm, 300m for Procurve	$150.00	$1,200.00
1.00	APC Smart-UPS 2200VA LCD RM 2U 120V US SMT2200RMUS	$1,200.00	$1,200.00
10.00	E-rate - RUCKUS WIRELESS : ZoneFlex R710 US dual-band 802.11abgn/ac Wireless Access Point, 4x4:4 streams Wave 2, BeamFlex+, dual ports with link aggregation support, 802.3af PoE support. Does not include power adapter or PoE injector. Includes Limited Lifetime Warranty.	$600.00	$6,000.00
10.00	5yr Ruckus Cloud WiFi license for 1 AP, Special EDU	$150.00	$1,500.00
1.00	Rack 42u Enclosure	$550.00	$550.00
1.00	Installation and Configuration of all equipment listed on quote.	$4,500.00	$4,500.00
		Subtotal:	**$22,394.00**
		Sales Tax:	**$1,565.73**
		Total:	**$23,959.73**

Thank you, We appreciate the opportunity to quote your business.
http://www.dsc.la

Signature:_____   Date: _____

Digital Synergy Consulting Inc.
Quote

![Digital Synergy logo]

From:

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Digital Synergy Consulting Inc.
15021 Ventura Blvd. #501
Sherman Oaks, CA 91403

(818) 647-9900
Ken@DigitalSynergyIT.com

Prepared for:

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Magnolia Public Schools
18238 Sherman Way
Reseda, CA 91335
United States

rmonoshev@magnoliapublicschools.org

Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA SA Brocade Switches	$0.00	$0.00
4.00	Erate: BROCADE ICX7150-48P-2X10G : ICX 7150 Switch, 48x 10/100/1000 PoE+ ports, 2x 1G RJ45 uplink-ports, 2x 1G SFP and 2x 10G SFP+ uplink-ports upgradable to 4x 10G SFP+ with license, 370W PoE budget, basic L3 (static routing and RIP)	$1,450.00	$5,800.00
8.00	Brocade 10G-SFPP-SR Compatible 10GBASE-SR SFP+ Module	$125.00	$1,000.00
2.00	Erate: BROCADE 10G-SFPP-TWX-0101 : DIRECT ATTACHED SFPP ACTIVE COPPER,1M,1-PACK	$100.00	$200.00
1.00	Installation and Configuration of switches	$2,500.00	$2,500.00
		Subtotal:	**$9,500.00**
		Sales Tax:	**$525.00**
		Total:	**$10,025.00**

Thank you, We appreciate the opportunity to quote your business.
http://www.dsc.la

Signature:_____   Date: _____

Digital Synergy Consulting Inc.
Quote

DIGITAL SYNERGY

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Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA SA HP Switches	$0.00	$0.00
4.00	Erate HP J9729A#ABA 2920-48G-POE+ Switch. 48-port basic L3 10/100/1000 PoE+ switch with 2 slots for optional 10G modules, 1 slot for optional stacking module and a modular power supply. 370 W PoE+	$1,861.00	$7,444.00
8.00	HP J9150A Compatible 10GB SFP+ SR MMF, 850nm, 300m for Procurve	$150.00	$1,200.00
1.00	Installation and Configuration of switches	$2,500.00	$2,500.00
		Subtotal:	**$11,144.00**
		Sales Tax:	**$756.35**
		Total:	**$11,900.35**

Thank you, We appreciate the opportunity to quote your business.
http://www.dsc.la

Signature:_____   Date: _____

Powered by BoardOnTrack

Magnolia Public Schools
FY2017 E-Rate Request for Proposals

REQUEST FOR PROPOSALS

Signature Page (required)

Applicant:	Magnolia Public Schools
Billed Entity Number:	17003590
Establishing Form 470:	170059293

For the Vendor:

Vendor hereby promises to deliver the products and services according to the pricing and schedule described in Vendor's submitted proposal and Pricing Form and to comply with all terms and conditions of the RFP and all RFP amendments included by reference, with any exceptions explicitly noted in writing in the proposal.

Ken Hagopian

Digitally signed by Ken Hagopian
DN: cn=Ken Hagopian, o=Digital Synergy Consulting, Inc., ou, email=Ken@DSC.LA, c=US
Date: 2017.05.09 11:50:20 -07'00'

Signature

Ken Hagopian   CEO   Digital Synergy Consulting, Inc.

Printed Name and Title   Vendor Name

5/9/2017   143036385   1000012855

Date   SPIN   DIR (required for cabling)

This proposal is submitted in response to **SPECIFIC INFORMATION,** section B.__
    Category 2 Internal Connections .
(for clarity, please provide name of section as well)

For the Applicant:

If Vendor's proposal is selected for award, Applicant will execute below to confirm acceptance and establish the *legally binding agreement,* as required by E-Rate program rules. Additional documents may be required by either party. If acceptable to Applicant, Applicant may also sign Vendor's additional contractual documentation. All terms and conditions of the RFP and all RFP amendments and supporting materials are included by reference.

Signature   Date

Rasul Monoshev, IT Director

Printed Name and Title

Magnolia Public Schools   17003590

Applicant Name   BEN

Similar Project Experience:

1. **City of Inglewood** – City Libraries: Cabling and certification in all city libraries, installation of Ruckus Access points, HP Switches and SonicWALL firewall devices. Heatmaps, and testing of the entire environment. Project duration 3 weeks – 2016

2. **Oak Park Unified School District** – District wide replacement of access points with Ruckus equipment. Assistance in configuration. Project duration Compressed time table 2 weeks - 2016

3. **Sherman Indian High School – Bureau of Indian Education** – Campus wide cabling throughout 10 buildings. Network certification, Design and installation of wireless access points throughout the campus, including wireless support for outdoor gather areas. Installation and configuration of HP switches. Wireless heatmap and validation. Project compressed time frame 2 weeks – 2017

4. **The Archer School For Girls**: Project scope – cabling school wide, replace existing aging HP Switches with new HP switches, HP wireless controller, and HP Access points. Create VLANS as required, implement high density campus wide wireless network, test, validate, train. Project duration 3 months 2012

5. **The Wesley School**: Project scope – cabling school wide, replacing existing aging switches with new HP switches, Ruckus wireless controller, and Ruckus access points. Create VLANS as required, implement high density campus wide wireless network, test, validate, train. Project duration 3 months 2014

6. **The Frostig School**: Project scope – cabling school wide, replace existing aging HP switches with new HP switches, HP wireless controller and HP access points. Create VLANS, reconfigure network, implement high density campus wide wireless network, test, validate, train. Project duration 3 months 2012

7. **Our lady of Perpetual Help Catholic School**: Project Scope – cabling and fiber runs, implement new switches, replacing aging equipment with new HP switches, Ruckus wireless controller, and Ruckus access points. Create VLANS, reconfigure network, implement high density campus wide wireless network, test, validate, and train. Project duration 1 months 2015

8. **Multicultural Learning Center**: Project Scope – cabling site wide, replacing aging equipment with new HP switches, Ruckus wireless controller, and Ruckus access points. Create VLANS, reconfigure network, implement high density campus wide wireless network, test, validate, and train. Project duration 2 months 2015

9. **MEND**: Project Scope – Multiple projects over many years since 2008. Cabling site wide, replace network switches in multiple locations, implement new firewalls in multiple locations, virtualization of servers, implemented new phone system.

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Digital Synergy will implement a robust, easy to manage wireless network. We will validate the design after implementation and provide training to on-site IT if required to allow the school to support the network. We will also be available as needed to support the wireless network in the future.

We look forward to providing your organization excellent service to aid in the stability and growth of your school.

We appreciate the opportunity to bid on your project.

Ken Hagopian

Digitally signed by Ken Hagopian
DN: cn=Ken Hagopian, o=Digital Synergy
Consulting, Inc., ou, email=Ken@DSC.LA,
c=US
Date: 2017.05.09 11:50:33 -07'00'

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Ken Hagopian
CEO
Digital Synergy Consulting, Inc.

Based on past experience we would recommend the following language be incorporated into any final; agreement:

Service Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, invoicing and all other transactions associated with the project. The term of this contract shall commence on April 1, 2017 and shall terminate on September 30, 2018 for non-recurring services. This contract can be renewed for two additional 1 year terms.

The contract may be subject to the Owner receiving E-Rate funding in the form of a funding commitment decision letter in the amount requested. Prices must be held firm for the duration of the E-Rate Year 19 fiscal year ending September 30, 2018 or until all work associated with the project(s) are complete (including any SLD approved extensions) The work shall be subject to the following conditions:

A. These services may depend on partial funding from the E-Rate program.
B. Applicant expects Service Provider to make themselves thoroughly familiar with any rules or regulations regarding the E-Rate program.
C. All contracts entered into as a result of this RFP may be contingent upon the specific funding of the FRN at the percentage rate submitted for.
D. The maximum percentage the Applicant will be liable for is the pre-discount amount minus the funded amount as shown on the form 471 Block 5. The Service Provider will be responsible for invoicing the Schools and Libraries Division for the funded amount unless the applicant elects to proceed without receipt of a Funding Commitment Decision letter.
E. No E-Rate billing can take place before July 1, 2016. If customer elects to take delivery after April 1, 2016 but prior to Receipt of a Funding Commitment Decision letter then customer is liable for all amounts and agrees to pay progress payments and invoice USAC via the Billed Entity Application for Reimbursement (Form 472)
F. No installation work can take place before April 1, 2016.
G. In the event of questions during the E-Rate audit process, vendor is expected to reply within 3 business days to questions associated with their proposal.
H. All work is subject to the 100% approval of the project or purchase by the FCC under the E-Rate discount program of the Telecommunications Act of 1996 unless otherwise approved by applicant.
I. The Service Provider will be required to send copies of all forms and invoices submitted to SLD prior to invoicing the SLD to the Owner for our records.

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J.   Service Provider will be responsible for procuring the discounted amount from the SLD unless applicant elects otherwise.

K.   In addition, applicant reserves the right to fund, or partially fund (proceed with project or purchase) or not to fund regardless of E-Rate approval.

L.   It is understood that, subject to state and local law, this contract is for 3 years with 2 voluntary annual renewals (5 years)

M.   Applicant agrees to promptly file Form 486 - Receipt of Service Confirmation upon receipt of a Funding Commitment Decision Letter.

N.   The contractor will submit all pricing in the Form 471 Item 21 format found at http://www.usac.org/sl/tools/forms/471-templates.aspx

References

1) Multicultural Learning Center
   a. Project description in section 6.
   b. Saira Salazar-Martinez
   c. saira@mlccharter.org
   d. (818) 716-5783 ext. 222

2) The Frostig School
   a. Project description in section 6.
   b. Rick Benevides – IT
   c. Rick.B@frostig.org
   d. (626) 791-1255

3) The Archer School for Girls
   a. Project description in section 6.
   b. John Chen
   c. johnchen@archer.org
   d. (310) 873-7019

4) MEND Poverty - Meet Each Need with Dignity
   a. Scott Mikels
   b. Chief Financial Officer
   c. scott@mendpoverty.org
   d. (818) 686-7353

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Cover Sheet

Approval of Revisions to the MPS EL Master Plan

Section: II. Consent Agenda
Item: P. Approval of Revisions to the MPS EL Master Plan
Purpose: Vote
Submitted by:
Related Material: II P EL Master Plan .pdf

Board Agenda Item #	Agenda # II P
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	MPS EL Master Plan Updates

Proposed Board Recommendation

I move that the board approve the changes and updates to the MPS EL Master Plan.

Background

Notable changes and updates to the MPS EL Master Plan include:
- Updated assessment criteria for initial and annual ELs
- Updated criteria for parent notification
- More flexible program options that will allow schools to accommodate their unique EL population.
    - For secondary school, Level 3 ELs have been added to the full period designated ELD class. For Level 4-5 ELs, designated ELD may be provided through their core ELA class, or alternatively, during the 25 minute SSR period. Schools with larger or smaller EL populations may place their high level 3s in this 25 minute, designated class with prior approval from the MPS EL Coordinator and Chief Academic Officer.
    - For elementary school, all ELs will receive a minimum of 30 minutes of designated ELD in a protected block of time during the school day. This may include push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher's aide. Depending on the school site's EL population, a supplemental ELD period may be provided to ELD levels 1-3(low) or 3(high)-5. This period would take place during the school's 25 minute SSR period and would allow teachers to focus on language learning (1-3) or domain areas of growth (3-5).
- EL student portfolios are now a part of our EL progress monitoring system.
- To prevent issues in data reporting, a classification chart with applicable dates and criteria has been added to the master plan for review by principals, deans of academics, and office staff.

Budget Implications

N/A

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

The proposed updates and revisions to the master plan provides more flexibility for schools struggling to provide appropriate services to their English Learners. It also provides clarity of the initial identification and assessment of English Learners, as well as the classification criteria and timeline. All updates and revisions facilitate our commitment to providing excellent support to our English Learner students.

Name of Staff Originator:

Nicole Vasquez, MPS EL Coordinator

Exhibits (attachments):

2017-18 MPS EL Master Plan

MAGNOLIA PUBLIC SCHOOLS ENGLISH LEARNER MASTER PLAN

Magnolia Public Schools (MPS) endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that affects those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MPS also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-wide English Learner Master Plan that outlines the following components of a strong program:

    A. Initial Identification and Assessment of English Learners
    B. Parent Notification and Placement of English Learners
    C. Monitoring English Learner Progress
    D. Reclassification of English Learners
    E. Staff Qualifications and Professional Development
    F. Evaluating Program Effectiveness

A. Initial Identification and Assessment of English Learners

Initial Identification: When a student enrolls at MPS, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Before completing this survey, parents will receive an explanation of its purpose, and be informed of the possibility that their child may be given an assessment to measure their English Language Proficiency (ELP). The student's cumulative file and CALPADS records will also be checked by office staff to determine the student's ELP status.

The HLS is made up of the following four questions:

1. What language did your child learn when he or she first began to talk?
2. What language does your child most frequently use at home?
3. What language do you (parent/guardian) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

The State Board of Education's approved guidelines for the HLS responses are as follows:

*   If the answer to all four questions is "English" then the child is classified as "English Only" (EO) and will not be assessed for language proficiency.
*   If the answer to any of the first three questions is a language other than English, then the student will be given the appropriate English language proficiency test (CELDT for initials in 2017-18).
*   If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school's discretion.

Parent rights regarding the HLS are as follows:

*   The parent may amend the HLS anytime. If the amendment is made before the student has taken the initial CELDT, the student's classification will be adjusted to reflect the amendment. However, if the student has already taken the CELDT, then the amendment will not affect the student's classification subsequently determined by the results of the CELDT. An initial student who takes the CELDT for ELP is classified as "To Be Determined" (TBD) until the results of the CELDT are received.

The first HLS on file for a student supersedes all HLS forms completed at a later date. The answers on this initial HLS must be documented permanently in the Student Information System (SIS).

If the school has reasonable doubt of a student's ELP, then that student will be tested to establish and provide evidence of proficiency. In these cases, a certificated staff member must annotate the HLS to document the reasons for CELDT administration. Annotations to the HLS must be signed and dated by the school principal. Parents will be fully informed by a certificated staff member of the student's assessment results and program placement.

Assessment:

Assessment of Initial Students - Students whose ELP is "To Be Determined" according to their HLS (and with no other documentation of their English language designation available) will be tested in Fall 2017 using the CELDT. The CELDT will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial CELDT assessments must be locally scored in order to determine the student's interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student's initial enrollment. Parents will be notified again of the student's official test results, once they are received. The official score provided by the test vendor is the score used by the school to establish the student's ELP classification and placement.

Based on the initial student's performance on the CELDT, he/she may be classified as an English Learner (EL) or an Initial Fluent English Proficient (IFEP) student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL student must also be assessed annually (with the ELPAC starting in Spring 2018) until he/she meets the reclassification criteria established by MPS according to state law.

Assessment of Annual Students - Students who are classified as ELs are now tested annually using the ELPAC, beginning in Spring 2018. At this time, MPS is awaiting further instruction from the CDE on the administration guidelines for the ELPAC. In the meantime, annual ELs will unofficially take the CELDT to determine their interim ELD levels.

B. Parent Notification and Placement of English Learners

Parent Notification: Parents of students who are administered the initial and annual CELDT must receive notification of the following, within 30 calendar days of test administration:
- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement

- Instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification criteria
- Instructional program options for ELs with an IEP
- Expected rate of graduation for ELs

Parents are also given the option to meet with a school administrator if they have questions regarding their child's assessment results, placement, or classification.

Placement of English Learners:

All MPS EL students are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students'
ELD level.

Designated ELD is defined by the CA ELD Framework as "a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English." The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

Designated ELD - Elementary

Eligible Students	Program Description
ELD Levels 1-3 EL with "less than reasonable" proficiency in English ~and~	Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day. All elementary MPS school sites must participate. This setting is designed to ensure that ELs receive appropriate supports to build their ELP and also meet grade level standards across all content areas. Teacher differentiates language instruction based on ELD levels. Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and

ELD Levels 4-5 ELs with "reasonable proficiency" in English	supported by teacher's aide. Primary curriculum used is McGraw Hill's *Wonders*, used in conjunction with supplemental programs such as DuoLingo and BrainPop ESL.
ELD Levels 1-5 *Optional, supplemental ELD class period	Depending on the school site's EL population, a supplemental ELD period may be provided to ELD levels 1-3 (low) or 3 (high)-5. This period would take place during the school's 25 minute SSR period and would allow teachers to focus on language learning (1-3) or domain areas of growth (3-5).

Designated ELD - Secondary

Depending on the EL student's ELD level, he/she will be placed in either a full period designated ELD class, or will receive designated ELD in his/her core ELA class and/or during the school's 25 minute Sustained Silent Reading (SSR) class period.

Eligible Students	*Program Description*
ELD Levels 1-3 EL with "less than reasonable" proficiency in English	EL students who are ELD Levels 1-3 receive one full period of designated ELD. All MPS school sites must participate. This setting is designed to ensure that ELs receive appropriate supports to build their ELP and also meet grade level standards across all content areas. Teacher differentiates language instruction based on ELD levels. Primary curriculum used is McGraw Hill's *Study Sync*, used in conjunction with supplemental programs such as DuoLingo and Edge. *Flexible program options:* Depending on each school site's EL population and numbers, students who are HIgh Level 3s may be placed in the 25 minute designated setting where available and based on the school's assessment of their individual proficiency. School site must have prior approval of MPS EL Coordinator and Chief Academic Officer for this arrangement.

ELD Levels 4-5 ELs with "reasonable proficiency" in English	EL students who are ELD Levels 4-5 receive designated ELD in their English Language Arts class, designed to focus on specific domains. All MPS school sites must participate. This setting is designed to ensure that ELs continue to progress towards ELP proficiency and continue to meet grade level content standards. Teacher differentiates language instruction based on ELD levels. Primary curriculum used is McGraw Hill's *Study Sync* (designated component), used in conjunction with supplemental materials such as No Red Ink, NewsELA, and Kate Kinsella's vocabulary toolkit. ELA teacher works with site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify.
ELD Levels 3-5 *Optional, supplemental ELD class period	Depending on the school site's EL population, a supplemental ELD period may be provided to ELD levels 3 (high)-5. This designated block of time would allow secondary teachers to focus on domain areas of growth. This 25 minute block of time may replace designated ELD in the core ELA class with prior approval from the MPS EL Coordinator and Chief Academic Officer.

Integrated ELD - Grades K-12

For both designated and integrated ELD, Teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is *"meant to empower teachers who haven't been formally trained in ESL with planning tools that make content comprehensible to their English language learners,"* while *"providing ELLs with opportunities to build up their academic language"* in the content classroom. Although the framework was developed for ELLs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym CHATS:

C – Content Reading Strategies

H – Higher Order Thinking Skills

A – Assessment

T – Total Participation Techniques

S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning. The MPS EL Coordinator will work with the site-level ELD Coordinators to train teachers and provide them with the resources needed to implement this framework.

Integrated ELD is built into our new curriculum for ELA (McGraw Hill's StudySync for secondary and Wonders for elementary). McGraw Hill will provide teacher training on how to use this new integrated ELD tool, and provide ongoing support as needed.

The Myon Reading Program has also been added as an option for schools interested in an alternative to the Accelerated Reader Program or Achieve 3000 Program. Myon provides access to bilingual texts and ELD support.

In addition to providing integrated ELD through the CHATS framework, teachers will use SDAIE strategies to facilitate access to the content for ELs. SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All MPS teachers will be trained in SDAIE techniques (in addition to the CHATS framework).

During whole class instruction, teachers will utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers will create an educational environment that fosters language acquisition through content based lessons.

Small group intervention will also be provided using SDAIE. When needed, teachers will work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

At MPS teachers will employ the following SDAIE strategies to help their students:

- Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught.
- Provide instructions and messages in written and verbal form.

- Build background knowledge before teaching a lesson.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using contextual clues, such as, pictures, models and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
- Employ a variety of questioning strategies in order to determine the student's level of comprehension. Structure questions to student's level of language understanding.
- Remain in continuous contact with the students by walking around the room and observing student work and behavior.
- Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
- Write assignments and other important information on the board.

Some strategies for adjusting class structure include:

- Students work in teams; ELs can then be active participants instead of simply observers.
- EL is paired with a student who is a native English speaker and of the same age.
- EL is paired with a student mentor in another grade.

C. Monitoring English Learner Progress

Assessments: The CELDT will be used for the annual assessment of each student's ELD level, along with scores on Smarter Balanced ELA/Literacy test, MAP tests, teacher evaluation, and parent consultation. The CELDT scores, (overall and subtest data), and Smarter Balanced ELA/Literacy test scores will be shared with all teachers, and student performance will be closely monitored by the teachers and administrators throughout the school year and for two years after the student reclassifies.

ELs will be consistently monitored through assessments for English language development and

academic progress. Students will be assessed (formally and informally) throughout, and at the end of, each ELD curricular unit via both teacher-created and computer-generated assessments. They will also be assessed with the MAP tests for academic progress in Reading/Literacy, Language Usage and Mathematics, and SBAC interim assessments.

Using Assessment Results for Instruction: MAP tests are administered at least two times a year. MPS generates reports from MAP that includes student performance data for each test administration. The School's admin team and staff analyzes the student performance data and focus on addressing areas of need. Teachers will use MAP data reports to create their standards–based curriculum maps and unit plans by examining the standards that students have already mastered and those that need to be developed. They will also use them to assess the efficacy of the standards–based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using NWEA for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year. Other assessments to monitor student progress, (besides the CELDT, Smarter Balanced ELA/Literacy test, teacher-created ELD curricular unit assessments and MAP tests) include Accelerated Reader tests, and Myon Reading tests, as well as assessments provided by the various publishers listed in Curriculum Resources. These assessments allow teachers to monitor the progress of ELs and provide software generated tests and personalized instruction based on the CA CCSS for ELA/Literacy and the CA ELD standards. A summary of assessments is outlined in the following table:

Beginning of Year	Weekly	End of Unit/Quarterly	Year-End
Home Language Survey MAP Test CELDT	Teacher created assessments Accelerated Reader and Myon tests	End of ELD curricular unit assessments Publisher provided assessments Progress reports with grades and teacher comments MAP tests	Smarter Balanced ELA/Literacy test MAP Test

		SBAC Interim Assessments	

EL Student Portfolios:

Every EL student will also be monitored through portfolios maintained by the site level EL coordinator. Each school site will have flexibility in what they choose to add to the portfolios, however the following items are the minimum requirement:

- MPS EL Progress Monitoring Form
- Copies of CELDT and MAP scores
- Writing samples
- Interview questions for recorded oral language samples
- "Road to Reclassification" form to be filled out and reviewed by EL student

Portfolios will be maintained for a period of two years after the student reclassifies. Site level EL coordinators will monitor MAP and SBAC scores, and ELA grades using the "Post RFEP" form found in the EL Coordinators' Google folder. If a reclassified student falls below basic on the aforementioned assessments, or receives a 70% or below in ELA, he/she will meet with the site level EL Coordinator and Dean of Academics to determine if any intervention or additional support is needed.

D. Reclassification of English Learners

MPS uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: CELDT results, comparison of performance in basic skills on the ELA/Literacy section of the Smarter Balanced test or MAP Reading Test, teacher evaluation, and input from parents. The established criteria for reclassification are as follows:

	Grades K-5	Grades 6-12
Annual CELDT Scores	*Overall performance of 4 (Early Advanced) or 5 (Advanced) with skill area scores of 3 (Intermediate) or higher in Listening, Speaking, Reading and Writing*	

Basic Skills Assessment	Smarter Balanced ELA/Literacy score:
	
	    2 (Nearly Met) or above
	OR
	    MAP score: Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of:
	
	Grade Fall score OR Winter/Spring score
	    3: 179 187/191
	    4: 191 197/200
	    5: 197 202/204
	
	*www.nwea.org
		Smarter Balanced ELA/Literacy score:
		
		    2 (Nearly Met) or above
		OR
		    MAP score: Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of:
		
		Grade Fall score OR Winter/Spring score
		    6: 200 204/206
		    7: 205 208/210
		    8: 208 211/212
		
		Grades 9-12: 225 in any testing season for that year
		
		*www.nwea.org

Teacher Evaluation	Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are: Semester 1 final grade and current semester grade at the time of reclassification.	
Parent Consultation and Notification	Parent/Guardian concurs with the recommendation to reclassify.	

Reclassified students are monitored for a period of at least two years by on-site ELD Coordinators. Coordinators monitor student progress by charting scores, assessing samples of student work, and following up with the student's ELA/English teachers once per semester to discuss progress. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling and intervention/enrichment classes.

The following chart outlines the timeline for reclassification of ELs, including dates and procedures for data entry into CALPADS:

Classification of English Learners AY 2016-17

September 2016	NO RFEP
October 2016	NO RFEP
October 5, 2016	Census Day
October 31, 2016	CELDT testing window closes.
January 2017	CELDT test results are received.
	Site level EL Coordinator reviews student data for RFEP eligibility.
	School staff mails parent consent letter to the parents of students who are eligible for RFEP (based on CELDT score, Fall/Winter MAP score, and Semester 1 ELA grade). If parent approves of reclassification, school staff may officially reclassify the student.
January 27, 2017	CALPADS Amendment Window Closes (2016-17).
February 1, 2017	Update all TBDs to EL or IFEP (determined by CELDT scores).
May 2017	Those students who passed the CELDT but did not meet all criteria for reclassification in January, may have their most current data re-evaluated for eligibility by the site level EL Coordinator. School staff mails parent consent letter to the parents of students who are eligible for RFEP. If parent approves of reclassification, school staff may officially reclassify the student.
July/August 2017	SBAC results are received. At this time, any student who did not meet the MAP requirements, but meet the SBAC requirements, will be eligible for reclassification. School staff mails parent consent letter and reclassifies student by August 31.
September 2017	NO RFEP
October 2017	NO RFEP
October 4, 2017	Census Day
	Census Day certification due to MPS EL Coordinator.
TBD	CELDT testing window closes (initials ONLY).
Reclassification	*FOR STUDENTS WHO ARE RECLASSIFIED WITHIN THE CURRENT*

dates entered into CALPADS	*ACADEMIC YEAR, ENTER THE DATE OF THE PARENT CONSENT LETTER IN CALPADS AS THE CLASSIFICATION DATE. THIS DATE MUST FALL BETWEEN JANUARY-AUGUST OF THE CURRENT ACADEMIC YEAR.*

E. Staff Qualifications and Professional Development

All MPS teachers providing specialized academic instruction to EL students must hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English Language Learners.

In addition to ongoing professional development activities, MPS provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MPS staff meets biweekly in departments and grade levels and shares best practices and discusses issues such as academic and behavior support for students including ELs. Student achievement data, including CELDT results, is analyzed by staff. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that MPS staff continues to revisit for professional development. MPS will also schedule PD to cover introduction to new ELD standards, development of unit of study in ELD and corresponding assessments per unit, implementation of common core ELA/ELD and math standards, CHATS/SIOP/SDAIE/GLAD strategies to support ELs, and teacher observation and evaluation to monitor implementation of PD in the classroom. MPS staff will be required to:

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learners Master Plan
- Provide instruction during core classes using research-based strategies and CHATS/SIOP/SDAIE/GLAD methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction for progress towards minimum expected benchmark achievements
- Maintain contact with the students' families and keep them updated on their children's progress

F. Evaluating Program Effectiveness

The School will use CELDT results, along with scores on Smarter Balanced ELA/Literacy tests,

MAP tests, teacher evaluations, and parent consultations to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The Chief Academic Officer (CAO) at the Magnolia Public Schools Home Office (Home Office) will evaluate the assessment data for all MPS schools. School admin team will be required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and CHATS/SIOP/SDAIE/GLAD instruction or support are being delivered in the manner outlined in the master plan
- Identify, design, and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Ensure that interventions are designed and delivered consistent with the English Learners Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring

Additionally, the MPS EL Coordinator will work with teachers and the leadership team to monitor program effectiveness. The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school

- 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, and model push-in support)
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs
- Help teachers monitor the progress of ELs and Reclassified students, and create appropriate interventions and action plans as needed
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process
- Oversee the adoption and implementation of the ELD curriculum
- Oversee the Title III improvement plan, and any other Title III requirements
- Attend EL-related professional development and share resources with teachers and school leaders
- Maintain and update this master plan as needed, attend trainings relevant to the transition from NCLB to the Every Student Succeeds Act, and provide ELD resources to all MPS teachers and staff.

Cover Sheet

Approval of Contract with Riders Express for MSA-4

Section:	II. Consent Agenda
Item:	Q. Approval of Contract with Riders Express for MSA-4
Purpose:	Vote
Submitted by:	
Related Material:	II Q MSA 4 Bus Company Contract.pdf

Board Agenda Item #	Agenda # II Q
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer & Regional Director North
RE:	Approval of Riders Express Contract

Proposed Board Recommendation

I move that the board approve the 2017-18 transportation contract with Riders Express for Magnolia Science Academy (MSA) -4.

Background

Currently the Webster Middle School where MSA-4 resides is losing students. MSA-4 provides transportation to students with distant residences from the current location to maintain student numbers.

The following companies provided quotes/bids through emails and via phone:

Company Name	Daily Rate	# of days	Amount
AMERICAN GTS	415.00	180	$ 74,700
RIDERS EXPRESS	341.41	180	$ 61,454
TTS Charter	$120/hr plus 10% service charge		

Budget Implications

Total Cost of $61,454 is included in 2017-18 MSA-4 transportation budget.

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

MSA-4 maintains the budgeted enrollment numbers partially with this student transportation.

Name of Staff Originator:

Suat Acar, Chief Operations Officer & Regional Director North

Exhibits (attachments):

Quotes (3)

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

AMERICAN GTS
Providing All Your Transportation Needs

May 12, 2017

Re: 2017-2018 Daily school bus transportation

Dear Ms Ross,

Thank you for contacting American GTS for your transportation needs. For your daily school bus transportation needs, based on the itinerary provided to us, we can provide a 44 passenger school bus at a rate of $415 per school day. Should you decide to proceed, please contact our office and we will set you up for the coming school year.

Regards,

A Swemline

Anna Swemline
American GTS, Inc
2369 Colorado Blvd, Suite 201
Los Angeles, CA 90041

Office: (818) 310-3105
Fax: (818) 221-0550

Riders Express T & C
P O Box 923248
Sylmar, CA 91392

To Whom it May Concern

As requested please accept this written quote as confirmation that I am able to continue performing route service from Hollywood area to West LA area. THE PRICE WILL REMAIN THE SAME AS THIS YEAR FOR NEXT YEAR.

2017 18 Quote for MSA 4 Bus Route:

$66,453.73 annually paid at a rate of $3,322.74 paid on the 1st and the 15th of each month.

10 trips at $500.00 = $5,000.00

180 days at a rate of $341.41 = $61,453.71

IF YOU HAVE ANY QUESTIONS PLEASE CALL ME AT 818 4826600.

Thanks in advance,

Jesus Williams, Owner/Operator

![Magnolia Educational & Research Foundation logo]

Barbara Torres <btorres@magnoliapublicschools.org>

Fwd: Fwd: Request for a Quote
8 messages

Lisa Ross <lross@magnoliapublicschools.org>   Fri, Apr 28, 2017 at 8:57 PM
To: Suat Acar <sacar@magnoliapublicschools.org>, Lesia Charles <lcharles@magnoliapublicschools.org>, Nanie Montijo <nmontijo@magnoliapublicschools.org>, Barbara Torres <btorres@magnoliapublicschools.org>

Here is the first response.

Lisa Ross
Principal

Magnolia Science Academy 4
11330 West Graham Place, B-9
Los Angeles, CA 90064
310-473-2464
310-473-2416 FAX

www.msa4.magnoliapublicschools.org

Magnolia Public Schools - 15 Year Anniversary Video

---------- Forwarded message ----------
From: **Top Transportation Service Inc.** <ttsshuttle@yahoo.com>
Date: Fri, Apr 28, 2017 at 6:10 PM
Subject: Re: Fwd: Request for a Quote
To: Lisa Ross <lross@magnoliapublicschools.org>

Hi Lisa,
Thank you for contacting Top Transportation Service!
Please view the quote provided for the service requested below. If you would like to book your bus, please let me know the exact dates and times and we can send you a service agreement. If you have any questions, feel free to bring them up. Thank you!

Service Date: TBD

Service Type: Hourly

Vehicle Type: 50 Passenger Bus

Pick Up Time: TBD

Pick Up Address: Santa Monica and Van Ness and Pico and Redondo

Drop Off Address: Rite Aid parking lot on the corner of Sawtelle and National.

Finish Time: TBD

Base Fare: $120 an Hour +10% Service Charge (5 Hour Minimum)

Quote voidable by Top Transportation Service past 24 hours.

George A.

Top Transportation Service Inc.

Manager

Phone: 310-867-0050

www.ttsshuttle.com

FB   TW   YELP

Follow us & rate us on Yelp!

Lisa Ross <lross@magnoliapublicschools.org>   Thu, May 25, 2017 at 12:09 PM
To: Barbara Torres <btorres@magnoliapublicschools.org>, Suat Acar <sacar@magnoliapublicschools.org>, Nanie Montijo <nmontijo@magnoliapublicschools.org>, Lesia Charles <lcharles@magnoliapublicschools.org>

Here is the quote from TTS.
[Quoted text hidden]
[Quoted text hidden]
[Quoted text hidden]

Cover Sheet

Approval of LCAPS for MSA 1-8, MSA-San Diego and MSA-Santa Ana

Section: III. Action Items
Item: A. Approval of LCAPS for MSA 1-8, MSA-San Diego and MSA-
Santa Ana
Purpose: Vote
Submitted by:
Related Material: III A LCAPS.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III A
Date:	06.14.2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of LCAPs for MPS

Proposed Board Recommendation
I move that the board approve the LCAPs for MPS.

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

● School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of **the eight state priority areas**, plus any locally identified priority areas.

● Expected progress toward meeting the goals—and as part of a schools required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be made.

● Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.

● The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing and supporting implementation of the LCAP.

The MPS Home Office has been collaborating with the schools in ensuring that all the LCAPs are aligned to the 8 state priorities and that the schools are meaningfully engaging the parents and the community. Public input was also sought at a prior board meeting and schools presented their CA School Dashboard findings as well as their goals and plans to the board.

Budget Implications
All LCAP expenditures are budgeted in each school's budget.

Name of Staff Originator:
David Yilmaz (Chief Accountability Officer)

Attachments
LCAP for each Magnolia Science Academy

LCAP Year ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy-1		
Contact Name and Title	Mustafa Sahin, Principal	Email and Phone	msahin@magnoliapublicschools.org (818) 609-0507

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

MSA-1 currently has 534 students in grades 6-12, and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-1 serves are primarily immigrant families with a language other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 84% Hispanic/Latino, 8% White, 87% Socioeconomically Disadvantaged, 15% Special Education, and 11% English Learner populations.

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

LCAP HIGHLIGHTS

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

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

Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College.

The need to continue our improvements in designated/integrated English Learner services

Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs.

Providing counseling and positive behavior intervention support services to our students

Keeping effective teachers and improving teacher observation and evaluation systems.

Providing counseling and behavior support services to our students.

Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses.

Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom.

Expanding STEAM-based programs and activities.

Interim data to inform instruction
Illuminate to track data and offer intervention
El Coordinator to help with intervention classes, offer support, and provide resources
Study Sync (comprehensive ELA/ELD program) for English classes
Saturday School ,Zero period, after school Tutoring, Flex Literacy for intervention

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

We are most proud about the data which reflects that our students are growing as a result of work we are doing as a staff to improve their educational experience.

I. Data Driven Curricular Choices Contribute to Student Growth

We are proud that our overall SBAC student scores improved for Math and ELA by 17 points and 13 points. This improvement is due in part to our ELA and Math department's adoption of NGSS aligned digital curriculum. Our English teachers use Study Sync, which is NGSS aligned and allows students to engage with text and demonstrate understanding of their content through reading and writing. Content is academically rigorous, thematically unified, and engages students through digital content including videos, interactive texts, audio readings of class content, and a built in ELD component to help engage our ELL students. Similarly, in our Math classes we use McGraw Hill online curriculum, which is also NGSS aligned and engages students in a similar way with digital problems, math manipulatives, and demonstrations. Based on last year's data, we saw a need for a more rigorous curriculum to help our overall student population rise to the challenge of rigorous state testing, and since implementing it, we have seen growth. Our curriculum has contributed to our SBAC growth.

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II. Staff PD/Resource Sharing Contributes to Growth

One thing our staff is working on this year is implementing universal standards of writing across content areas. Both our Math Title 1 and English Title 1 staff analyze data, pass along resources, and lead PD for our staff to make sure they are supporting our struggling students. Our Title I English teacher observes struggling students in three of their core classes (History, Science, and English), and provides resources and PD for our staff about implementing academic tools that might help. Our Math Title 1 Teacher looks at data from benchmark testing like MAP and SBAC, and helps to roster and monitor progress in our Zero period and Saturday School programs. She has also helped implement the gradual release model in our math intervention classes so that students who struggle in that content area receive explicit instruction, guided practice, and independent work.

II. College Readiness and Recognition Contributes to Growth

We currently have 68 graduating seniors and we have a 100 percent graduation rate. Our Dean and College counselor creates a 4 year plan for each student and keeps track of their classes, grades, etc. We believe the individualized attention and the student's role in setting their own goals helped our graduation rate to stay strong. Our staff does much work to involve parents and students in setting goals that prepare students for graduation and college. We are proud of the parent information nights where students and parents get to learn about college, financial aid, and the application process, and we are equally proud that our Senior English teachers support all 68 of our seniors in writing a personal statement. In essence, every student who graduates from MSA attends a junior college, 4 year university, or vocational program. Additionally, U.S. News named us the number 1 Charter School in LA Unified and World Report ranked us as the 14th top-performing high school in California, earning a gold medal (due, in part, to our school's AP class offerings).

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The two subgroups who did not perform well on SBAC and need our close attention were Sped students and English Language Learners; our data shows that compared to our general student population, these sub-groups are struggling. Currently, in our Power classes we support struggling students through digital intervention content. We use Flex Literacy (for English) and Khan Academy(for math), where direct instruction takes place in small, concentrated amounts, and students receive explicit direct instruction in that content area and have opportunities for guided practice. In our English classes, we use Study Sync (ELD component in conjunction with what is being learned in ELA). Conducting class in this way provides small group support outside of the classroom for those students. Additionally, our Title 1 English and Title I Math analyze scores and data (MAP, CELDT, SBAC), review samples of student work, and follow up frequently with the student's ELA, ELD,and MATH teachers to discuss student progress. Interventions include offering additional tutoring, creating action plans for individual students that address areas of need, providing one-on-one instructional support, simplifying the work for EL and SPED students, and creating a roster of students who need Saturday school or Zero period. Moreover, our Special Education Teachers meet with General Education Teachers weekly either during conference periods or during Staff Meetings to discuss student progress and to go over accommodations and support plans. Students are given in-class support by their Resource teacher, who helps them follow along with the curriculum, offers appropriate accommodation, makes modifications to assignments, and checks grades weekly to make sure students are progressing in the class/subject. This year, our Title I English Teacher has offered PD to our staff on a critical thinking and writing strategy that works across grade levels and can be adapted in many content areas. She also provides Strategy Snapshots on a bi-weekly basis

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to teachers and staff so that their expectations about academic rigor are more unified (and connected to the CHATS framework for EL support).. For instance, when students were doing a research project in Biology, she sent out resources for teachers in Science and History about how to coach kids to look at good sources, cite a source properly, and defend an opinion with evidence in their writing. Our History and Science teachers, who don't normally teach writing in an explicit way, then used that resource for their students. Finally, twice a year, we provide MSA wide professional development to our teachers and include training in all areas of need. These symposiums are a way for our teachers to attend workshops that can help enhance their teaching. For instance, many of our teachers attended the EL training with a guest lecturer from CSUN to learn about promoting language acquisition in their classrooms (in every content area).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The student groups that are behind are SPED students who performed low in English Language Arts and our English Learners who performed low in Math. We use the intervention classes and programs (as mentioned above) to help support these student population. We use benchmark data (MAP) to roster students into intervention classes. This way, if a student is struggling in both English and Math, they get service in the areas of their greatest need. Additionally, SPED teachers and Intervention staff meet to discuss shared students and academic intervention for those SPED and EL students. For next year, the action plan will include; teacher referral of students who need support, meetings between parents, students, and coordinators, placement of students in appropriate tier or intervention, teaching of skills, assessment of mastery, and support for kids as they exit intervention. Next year we will be better about implementing the RTI model and tracking student progress. Title I Coordinator will play a larger role in supporting the EL students in the classroom, and will have a set schedule of pull-out sessions. That schedule will change based on the intervention needs and student progress.

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INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits, and other parent involvement meetings such as ELAC, SSC, and PTF.

EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.

Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.

Charter School will provide academic supports and remediation, counseling, and social/emotional support to our students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$7,508,193.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$4,257,459.00 (total)

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

$5,361,963.00	Total Projected LCFF Revenues for LCAP Year

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Annual Update   **LCAP Year Reviewed: 2016–17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 1: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100% Percentage of students who will have sufficient access to standards-aligned instructional materials: 100% Percentage of items on facility inspection checklists in compliance/good standing: 90% Priority 2: Percentage of state standards implementation for all students, including English learners: 100% Priority 4: For all student groups, percentage of students performing proficient on	Priority 1: Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100% Percentage of students who have sufficient access to standards-aligned instructional materials: 100% Percentage of items on facility inspection checklists in compliance/good standing: 90% Priority 2: Percentage of state standards implementation for all students, including English learners: 100% Priority 4: ▪ The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.

the CAASPP: 5% increase from 2016 to 2017

ELA/Literacy			Mathematics	
	2016	2017 (Projected)	2016	2017 (Projected)
Schoolwide	43%	48%	31%	36%
English Learners	3%	8%	0%	5%
Socioecon. Disadv.	41%	46%	29%	34%
Students w/ Disabilities	10%	15%	8%	13%
Asian	84%	89%	66%	71%
Hispanic or Latino	38%	43%	26%	31%
White	68%	73%	52%	67%

- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring

§ The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

- Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 90%

Reading/ELA		Math		
	Fall 2016	Spring 2017 (projected)	Fall 2016	Spring 2017 (projected)
Schoolwide	31%	36%	23%	28%
English Learners	5%	10%	0%	5%
Socioecon. Disadv.	27%	32%	17%	22%
Students w/ Disabilities	3%	8%	3%	8%
Hispanic or Latino	27%	32%	19%	24%
White (9sts)	78%	83%	67%	71 %
Filipino (6 sts)	83%	88%	67%	71%

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year

- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year

- Percentage of graduating seniors who successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2015-16 is 100%. We project a rate of 100% in 2016-17, too.

    2015-16: 100%   2016-17: 100% (projected)

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.

    2015-16: %   2016-17: 26%

- Percentage of ELs reclassified to Fluent English Proficient (RFEP):

    2015-16: 15%   Current: 20%   By the end of 2016-17: 22% (projected)

- Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 50%

- Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 40%. We project a rate of 50% in 2016-17.

    2015-16: 40%   Current: NA%   By the end of 2016-17: 50% (projected)

- Percentage of students in grades 9-11 who will participate in the PSAT test: 80%

- Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 40%

- Percentage of students in grades 9-11 who have participated in the PSAT test: 86%

- Percentage of students in grade 11 who will participate in the EAP assessment: 80%

- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out

- Percentage of students who demonstrate college preparedness out of all students who participate in the EAP assessment: 40%

Priority 8:

- Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%

of all students who participated in the PSAT test: 22%

Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments:

2015-16: 65% in ELA and 45% in Math   2016-17: 68% in ELA, 50% in Math (projected)

Priority 8:

- Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives:

2015-16: 80%   Current: 75%   By the end of 2016-17: 82% (projected)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	**Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	**Priority 1:** All teacher credentials have been reviewed. We have supported 9 of our teachers for their credentialing needs. We are compliant with its teacher assignments
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$30,000.00 5863-BTSA expenses, EL authorization fees	$30,000.00, 9 teachers are in BTSA Program

Action 2

	PLANNED	ACTUAL
Actions/Services	**Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.

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Expenditures

BUDGETED	ESTIMATED ACTUAL
$102,000.00 4100-4200 Books	$99,000.00 4100-4200 Books
$138,000.00 4300-supplies, materials	$103,000.00 4300-supplies, materials
$83,500.00 4400 Equipment	$60,000.00 4400 Equipment

Action   **3**

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$50,000.00 5500 Janitorial Services,	$140,000.00
$50,000.00 5605 Maintenance,	
$ 60,000,00 2900, 3000 Custodian salary & benefits	

Action   **4**

Actions/Services

PLANNED	ACTUAL
Priority 2:	**Priority 2:**
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00 Title I, MAP testing fees,	$14,000.00
$10,000.00 5800 Professional Development on CCSS)	

Action   **5**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7:	**Priorities 2, 4, & 7:**
Charter school will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter Schools will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

PD focused on ELD standards. Our EL student progress in program implementation according to our EL Master Plan.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$12,000.00 3010 Title I- Flex Literacy for ELD Students: $10,000.00 4325- ELD core materials, supplemental materials $5,000.00 5863 -Focused PD on ELD standards)	$20,000.00

Action 6

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7: Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework(and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in- class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in professional development on ELD instructional strategies and CHATS framework.	**Priorities 2, 4, & 7:** Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00 5863 Professional Development on EL strategies	$5,000.00

Action 7

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	**Priorities 2, 4, & 8:** During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$123,000.00 3010 Title I English and Math teacher salaries	$123,000.00

Action 8

	PLANNED	ACTUAL
Actions/Services	**Priorities 2, 4, & 8:** Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	**Priorities 2, 4, & 8:** We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$20,000.00 3010 Saturday ELA/math tutoring	$20,000.00

Action 9

	PLANNED	ACTUAL
Actions/Services	**Priorities 2, 4, & 8:** Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$190,000.00 1300-3000 2 Dean of Academics salary & benefits, $123,000.00 2Title I coordinators salaries & benefits, $ 3,000.00 5822 Illuminate	$320,000.00

Action 10

	PLANNED	ACTUAL
Actions/Services	**Priority 4:** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	**Priority 4:** Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$80,000.00 2900-3000 College Counselor Salary & Benefits	$80,000.00

Action 11

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	PLANNED	ACTUAL
Actions/Services	**Priority 4:** Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	**Priority 4:** Based on student needs and interests, we have offered the following AP courses this year: AP Spanish Language and Culture, AP Spanish Literature and Culture, AP Computer Science, AP English Literature and Composition, AP English Language and Composition, AP United States History, AP United States Government and Politics, AP World History, AP Studio Art, AP Calculus AB, AP Calculus BC, AP Statistics.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$25,000.00 1100 AP teacher add-on salaries, $10,000.00 4300 AP Course materials $10,000.00 5863 AP workshops, test fees	$40,000.00

Action 12

	PLANNED	ACTUAL
Actions/Services	**Priority 4:** Charter School 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.	**Priority 4:** We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$2,000.00 4320 Naviance College readiness $ 10,000.00 3010 Myon-	$12,000.00

[ANALYSIS](#)

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Students' SBAC scores reflect an increase in ELA scores by 14 points and Math scores by 17 points. The increase is due in part to our ELA(Study Sync) and Math (McGraw-Hill online curriculum) department's adoption of NGSS aligned digital curriculum because digital curriculum engages students and allows our teachers to provide targeted instruction based on the program's student performance data. The rigorous curriculum helps our overall student population rise to the challenge of state testing, and since implementing it, we have seen growth. Additionally, each month, teachers administer an Interim Block Assessment (IBA) and use the results to inform their curriculum. In the staff meeting following the IBA each month, English and Math Departments meet to discuss data and choose specific areas of remediation in each grade level. Furthermore, in English and Math classes, teachers commit to re-teaching skills based on data. CELDT and MAP data are used service/roster our EL and struggling students into intervention services. Targeted interventions include ELD class, Saturday School, Zero Period, after school tutoring, and Power English and Power Math classes.

Our school is very proud of its AP passing rate. Last year, 89 students took the AP exam and 47.2% of those students passed with a score of a 3 or higher. Our teachers are required to attend AP training and workshops in order to continue to grow and improve their instruction. AP teachers administer practice AP tests on Saturday to help prepare/familiarize students with the AP exam. Additionally, our AP calculus students go to an AP camp, where they spend 2 days practicing and reviewing for the actual AP exam. Finally, all AP students have access to the online Revolution K-12 AP preparation course for four weeks as a preparatory tool for their exam.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 7: ▪ Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100% ▪ Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100% ▪ Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5% ▪ Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100% **Priority 8:** ▪ Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 100%	**Priority 7:** ▪ Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100% ▪ Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100% ▪ Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: 4% ▪ Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100% **Priority 8:** ▪ Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: Robotics, Spanish 3 (for high school only), AP Computer Science A, Turkish (for middle school only), Digital Art, Computer Literacy(for middle school only), Desk Top Publishing, Weightlifting, Architecture and Design, Fundamentals of Art, AP Studio Art (for high school only), Psychology (for high school only), Marine Biology (for high school only)

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,486,855 1100 -3000 Teacher salaries and benefits	$2,486,855.00

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well

Expenditures

BUDGETED	ESTIMATED ACTUAL
$200,000.00 1100, 1300 2 Deans of Academics	$200,000.00

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Duplicated expense, included in Goal 2 Action 1.	

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have converted 500 of our Laptops to Chromebooks. Our teachers have participated in PD on Blended Learning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$150,000.00 1100.Computer/Technology teacher salaries & benefits	$155,000.00
$10,000.00 5863 Focused PD on Blended Learning	

Action **5**

Actions/Services

PLANNED	ACTUAL
Priorities 7 & 8:	**Priorities 7 & 8:**
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures

	ESTIMATED ACTUAL
$10,000.00 :4325 Instructional Materials	$15,000.00
$5,000.00 5814, Academics competitions	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our STEAM program has been effective as measured by our progress towards our student body participation in STEAM focused projects, experiment, model or demo. A significant step toward helping our students achieve their maximum potential involves providing challenging and curriculum relevant STEAM competitions. Last year and this year, our students participated in yet another successful competition (STEAM EXPO), which allowed for all MPS wide and Southern California residents to attend STEAM events to explore STEAM through projects, demonstrations, visual and performing arts performances, and robotics competitions. Two of our STEAM educators received awards for their contributions to our communities.

Additionally, MSA 1 hosted an annual STEAM festival at our school site, to help showcase students' research projects and invite parents and community members to share in their success. MSA has a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. Our robotics team represented the USA in the 2016 VEX WORLD Robotics Competition at the Kentucky Exposition Center. They were ranked 116th in the World out of more than 16000 teams in the Oakland Vex Robotics Competition and were selected as one of the highest ranking in the state on Vex Robotics skills challenge and received an invitation to the World Competition. This year, our Robotics team, MAGNOBOTS, has expanded to 3 teams.

Furthermore, MAGNOBOTS was selected as one of the highest ranking in the state on Vex Robotics skills challenge and received invitation to the World's. The ranking data and participation data reflects that our students are expanding their role in STEAM community. Our STEAM participation has also spread into the classroom through more STEAM oriented projects. In our 7th grade history class this year, the teacher implemented a project where students researched a Renaissance Invention and then built a working model of that invention that involved engineering working parts. In our goal to move students toward STEAM participation, projects in all subject areas that speak to science, technology, engineering, and math are important for enriching our students' STEAM experiences. Our teachers all use technology, and this history project was a step toward integrating more engineering experiences in our humanities curriculum. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | We only have minor differences between Budgeted and Estimated Actual Expenditures. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP |

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Priority 3:

- Number of School Site Council (SSC) meetings per year: 4

- Number of English Learner Advisory Committee (ELAC) meetings per year: 4

- Number of Parent Task Force (PTF) meetings per year: 4

- Number of activities/events for parent involvement per year: 5

- Frequency of SIS record updates: Daily/Weekly

- Number of progress reports or report cards sent to parents per year: 6

- Percentage of students who have been home-visited by the teachers per year: 25%

Priority 5:

- ADA rate: 95%

Priority 3:

- Number of SSC meetings held this school year: 3

  Current: 3   By the end of 2016-17: 4 (planned)
- Number of ELAC meetings held this school year: 3

  Current: 3   By the end of 2016-17: 4 (planned)
- Number of PTF meetings held this school year: 6

  Current: 3   By the end of 2016-17: 7 (planned)
- Number of activities/events held for parent involvement this school year: 4

  Current: 4   By the end of 2016-17: 5 (planned)
- Our teachers update SIS records daily/weekly.
- Number of progress reports or report cards sent to parents this school year: 5

  Current: 5   By the end of 2016-17: 6 (planned)
- Percentage of students who have been home-visited by the teachers this school year: 50%

  Current: 50%   By the end of 2016-17: 50% (planned)
- ADA rate:

2015-16: 95%   Current: 97%   By the end of 2016-17: 97% (projected)

- Chronic absenteeism rate: 0%

  - Chronic absenteeism rate:

    2015-16: 5%   Current: 4%   By the end of 2016-17: 5% (projected)

- Middle school dropout rate: 0%

  - Middle school dropout rate:

    2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- High school dropout rate: 0%

  - High school dropout rate:

    2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- Four-year cohort graduation rate: 100%

  - Four-year cohort graduation rate:

    2015-16: 98%   By the end of 2016-17: 100% (projected)

Priority 6:

Priority 6:

- Student suspension rate: 0%

  - Student suspension rate:

    2015-16: 0.4%   Current: 0%   By the end of 2016-17: 0% (projected)

- Student expulsion rate: 0%

  - Student expulsion rate:

    2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- School experience survey participation rates:

  - School experience survey participation rates:

    Students: 83%   Families: 95%   Staff: 93.6%

  Students: 80%   Families: 50%   Staff: 80%

- School experience survey average approval rates

  - School experience survey average approval rates

    Students: 63%   Families: 94%   Staff: 87%

  Students: 80%   Families: 80%   Staff: 80%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$8,000.00 4720: Other food	$9,000.00

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	**Priority 3:** We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, PTF meetings, SSC and ELAC meetings, Parent College Night, coffee with Admin, and parent conferences.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$8,000.00 4720: Other food	$9,000.00

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	**Priority 3:** We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level (academic slips).

Expenditures

BUDGETED	ESTIMATED ACTUAL
$25,000.00 5887 Coolsis	$25,000.00

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$20,000.00 3010: Home-visit stipends	$20,000.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$160,000.00 1100 Dean of Culture/Life Skills salary & benefits,	$140,000.00

Action **6**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$55,000.00 1100 Attendance clerk salary & benefits	$55,000.00

Action **7**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Duplicated expense: See Goal 1, Actions 10 & 12	Duplicated expense: See Goal 1, Actions 10 & 12

Action **8**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$95,000.00 1100 Dean of Students salary & benefits	$95,000.00

Action **9**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00 5863 Teacher PD on classroom management,	$5,000.00

Action **10**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.

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Expenditures	BUDGETED $2,000.00 5822 Panorama Education	ESTIMATED ACTUAL $2,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services to create school connectedness have been effective as measured by our progress towards MSA's annual measurable outcomes. Our suspension rate is zero percent and this is due in part to having a Positive Behavior System in place. The positive reinforcement system helps augment student motivation to behave and holds them more accountable for their actions. The rewards chart is prominently displayed throughout school and serves as a daily reminder to students to work towards earning positive points. Students are able to earn positive points by following school rules, uniform compliance, teacher assistance, performing extra activities, helping to clean up, remembering to turn in their behavior slips, and by earning "caught being good" cards. Once a student has accumulated a certain number of points, he or she can earn a pass to the gym, a free dress day, an entry for an Ipad , etc. Additionally, students are well aware of our school's policies and sign a contract (Student/Parent handbook) stating that they read and understood all school rules. This ensures that they know what is expected of their behavior and also understand the consequences if and when rules are broken. Our "connectedness" is strong because our policies create reinforcement for positive contributions to our school-students share a responsibility to contribute to our campus' atmosphere. Currently, our graduation rate is 100%. This success is due in part to the individualized attention we give to our high school students. Our College counselor creates a 4 year graduation plan for each of our students and keeps track of their classes during their high school years. We also hold parent information nights to inform parents about college, financial aid, and the application process. The sharing of information helps parents to connect and support their children. Additionally, English teachers support all 68 of our seniors in writing a personal statement and are involved in all aspects of their graduation process, and share in the success of our graduates' acceptance to a 4 year university or a private college. This creates a sense of connectedness between students, parents and staff. Our overall survey results reflect that student and family satisfaction has increased 30% and 4% respectively. Parents and students are very pleased with our overall quality of education, teacher support, and safe school environment. Overall, surveys reflected appreciation for our staff's work to help students with individualized attention and the school's efforts in preparing students for college. Additionally, the decrease in staff satisfaction by 6% revealed an area of need for our staff…many reported wanting to improve our school site and space for instructional and recreational activities. Nonetheless, most staff members commented on feeling very supported and acknowledged that our school approaches areas of weakness with the intent to improve them. Thus, our "connectedness" as a community is evident in the way our parents, students, and staff feel free to offer their feedback and have concerns addressed in a timely manner by the school.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, our community views LCAP as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodic meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with Admin, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 197 home visits during this school year and sought feedback from the parents for school improvement.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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

Improvements in designated/integrated English Learner services
Expanding after school, Saturday school, and summer school opportunities
Providing counseling and behavior support services to our students
Improving teacher observation and evaluation systems and keeping effective teachers
Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
Expanding STEAM-based programs and activities
Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 1:
To ensure teachers are appropriately assigned and fully credentialed
To ensure students have sufficient access to standards-aligned instructional materials
To ensure school facilities are maintained in good repair

Priority 2:
To ensure implementation of state board adopted academic content and performance standards for all students, including English learners

Priority 4:
To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
To ensure EL students make annual progress in learning English
To ensure our students are college/career ready

Priority 8:
To ensure student proficiency in all courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Percentage of teachers who will be appropriately assigned and fully credentialed as required by	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

law and the charter				
Priority 1: Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 1: Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 2: Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): All Students: 30.9 points below level 3 English Learners: 70.3 points below level 3 Socioeconomically Disadvantaged: 34.9 points below level 3 Students with Disabilities: 111.5 points below level 3 African American: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.) Hispanic: 56.3 points below level 3 White: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.) 2016-17 (Projected): All Students: 23.0 points below level 3 English Learners: 50.3 points below level 3 Socioeconomically Disadvantaged: 27.9 points below level 3 Students with Disabilities: 91.5 points below level 3 Hispanic: 31.0 points below level 3	2017-18 (Expected): All Students: 16.0 points below level 3 English Learners: 30.0 points below level 3 Socioeconomically Disadvantaged: 20.0 points below level 3 Students with Disabilities: 71.0 points below level 3 Hispanic: 24.0 points below level 3	2018-19 (Expected): All Students: 10.0 points below level 3 English Learners: 20.0 points below level 3 Socioeconomically Disadvantaged: 10.0 points below level 3 Students with Disabilities: 61.0 points below level 3 Hispanic: 14.0 points below level 3	2019-20 (Expected): All Students: 5.0 points below level 3 English Learners: 10.0 points below level 3 Socioeconomically Disadvantaged: 5.0 points below level 3 Students with Disabilities: 50.0 points below level 3 Hispanic: 7.0 points below level 3
Priority 4: Average Distance from	2015-16 (Actual):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	All Students: 48.4 points below level 3 English Learners: 86.9 points below level 3 Socioeconomically Disadvantaged: 52.7 points below level 3 Students with Disabilities: 122.1 points below level 3 Hispanic: 56.3 points below level 3 White: 35.9 points above level 3 2016-17 (Projected): All Students: 43.4 points below level 3 English Learners: 81.9 points below level 3 Socioeconomically Disadvantaged: 107.1 points below level 3 Students with Disabilities: 51.3 points below level 3 Hispanic: 30.9 points below level 3	All Students: 38.0 points below level 3 English Learners: 76.0 points below level 3 Socioeconomically Disadvantaged: 42.7 points below level 3 Students with Disabilities: 92.1 points below level 3 Hispanic: 46.3 points below level 3 White: 25.9 points above level 3 2017-18 (Projected): All Students: 33.0 points below level 3 English Learners: 70.0 points below level 3 Socioeconomically Disadvantaged: 95.0 points below level 3 Students with Disabilities: 41. points below level 3 Hispanic: 20.0 points below level 3	All Students: 30.0 points below level 3 English Learners: 65.0 points below level 3 Socioeconomically Disadvantaged: 32.0 points below level 3 Students with Disabilities: 80.0 points below level 3 Hispanic: 36.0 points below level 3 White: 15.0 points above level 3 2018-19 (Projected): All Students: 23.0 points below level 3 English Learners: 60.0 points below level 3 Socioeconomically Disadvantaged: 85.0 points below level 3 Students with Disabilities: 31. points below level 3 Hispanic: 10.0 points below level 3	All Students:20.0 points below level 3 English Learners: 55.0 points below level 3 Socioeconomically Disadvantaged: 22.0 points below level 3 Students with Disabilities: 70.0 points below level 3 Hispanic: 26.0 points below level 3 White: 5.0 points above level 3 2018-19 (Projected): All Students: 13.0 points below level 3 English Learners: 50.0 points below level 3 Socioeconomically Disadvantaged: 75.0 points below level 3 Students with Disabilities: 21. points below level 3 Hispanic: 5.0 points below level 3
Priority 4: Percentage of students meeting their growth targets on the MAP Reading assessment	2015-16 Fall to Spring (Actual): All Students: 31% English Learners: 5% Socioeconomically Disadvantaged: 27% Students with Disabilities: 3% Hispanic: 27% White: 78% 2016-17 Fall to Spring (Projected): All Students: 36% English Learners: 10% Socioeconomically Disadvantaged: 32% Students with Disabilities:8% Hispanic: 32% White: 88%	2017-18 Fall to Spring (Expected): All Students: 41% English Learners: 15% Socioeconomically Disadvantaged: 37% Students with Disabilities: 13% Hispanic: 37% White: 93%	2018-19 (Expected): All Students: 46% English Learners: 20% Socioeconomically Disadvantaged: 42% Students with Disabilities:18% Hispanic: 42% White: 98%	2019-20 (Expected): All Students: 51% English Learners: 25% Socioeconomically Disadvantaged: 47% Students with Disabilities:23% Hispanic: 47% White: 100%
Priority 4: Percentage of students meeting their growth targets on the MAP Mathematics assessment	2015-16 Fall to Spring (Actual): All Students: 23% English Learners: 0% Socioeconomically Disadvantaged: 17% Students with Disabilities: 3% Hispanic: 19%	2017-18 Fall to Spring (Expected): All Students: 32% English Learners: 10% Socioeconomically Disadvantaged: 27% Students with Disabilities:13% Hispanic: 29%	2018-19 (Expected): All Students: 37% English Learners: 15% Socioeconomically Disadvantaged: 32% Students with Disabilities:18% Hispanic: 34%	2019-20 (Expected): All Students: 41% English Learners: 20% Socioeconomically Disadvantaged: 37% Students with Disabilities:23% Hispanic: 39% White: 86%

	White: 67% 2016-17 Fall to Spring (Projected): All Students: 28% English Learners: 5% Socioeconomically Disadvantaged: 22% Students with Disabilities: 8% Hispanic: 24% White: 71%	White: 76%	White: 81%	
Priority 4: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2015-16 (Actual): 100% 2016-17 (Projected): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 50%	2017-18 (Expected): 55%	2018-19 (Expected): 60%	2019-20 (Expected): 65%
Priority 4: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 33% 2016-17 (Projected): 34%	2017-18 (Expected): 35%	2018-19 (Expected): 35%	2019-20 (Expected): 35%
Priority 4: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2015-16 (Actual): 28% 2016-17 Projected: 30%	2017-18 (Expected): 32%	2018-19 (Expected): 33%	2019-20 (Expected): 35%
Priority 4: Percentage of students in grades 9-11 who will participate in the PSAT test	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2016-17 (Actual): 40%	2017-18 (Expected): 45%	2018-19 (Expected): 50%	2019-20 (Expected): 55%

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Priority 4: Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2015-16 (Actual): 55% 2016-17 (Projected): 60%	2017-18 (Expected): 65%	2018-19 (Expected): 70%	2019-20 (Expected): 75%
Priority 8: Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	2015-16 (Actual): 80% 2016-17 (Projected): 82%	2017-18 (Expected): 85%	2018-19 (Expected): 87%	2019-20 (Expected): 90%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$30,000.00	Amount	$30,000.00	Amount	$30,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget	5863	Budget	5863	Budget	5863

Reference		Reference		Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$230,500.00	Amount	$330,000.00	Amount	$330,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4100, 4200,4300, 4400	Budget Reference	4100, 4200,4300, 4400	Budget Reference	4100, 4200,4300, 4400

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	Enrolment increase	Enrolment increase

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$160,000.00	Amount	$250,000.00	Amount	$250,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5615,5500, 2900, 3000	Budget Reference	5615,5500, 2900, 3000	Budget Reference	5615,5500, 2900, 3000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	Enrollment increase	Enrolment increase

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$80,000.00	Amount	$120,000.00	Amount	$130,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10,000.00	Amount	$10,000.00	Amount	$10,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4100, 4200, 4300,5863	Budget Reference	4100, 4200, 4300,5863	Budget Reference	4100, 4200, 4300,5863

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,000.00	Amount	$5,000.00	Amount	$5,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.

Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000.00	Amount	$20,000.00	Amount	$20,000.00
Source	LCFF Supp./Conc. Title1?	Source	LCFF Supp./Conc. Title1?	Source	LCFF Supp./Conc. Title1?
Budget Reference	3010	Budget Reference	3010	Budget Reference	3010

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000.00	Amount	$20,000.00	Amount	$20,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student
	Group(s)		

Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$320,000.00	Amount	$320,000.00	Amount	$320,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300-3000-3010-5822	Budget Reference	1300-3000-3010-5822	Budget Reference	1300-3000-3010-5822

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Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$80,000.00	Amount	$82,000.00	Amount	$84,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2900-3000	Budget Reference	2900-3000	Budget Reference	2900-3000

Action   **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$40,000.00	Amount	$40,000.00	Amount	$40,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 3000, 5863	Budget Reference	1100, 3000	Budget Reference	1100, 3000

Action   **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School 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.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$62,000.00	Amount	$62,000.00	Amount	$62,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	1100, 4300, 5863, 5887	Budget Reference	1100, 4300, 5863	Budget Reference	1100, 4300, 5863

☐ New	☐ Modified	☒ Unchanged

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 7:
- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:
- To ensure student participation and achievement in innovative courses and programs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students	2016-17 (Actual): 3.4%	2017-18 (Expected): 5%	2018-19 (Expected): 10%	2019-20 (Expected): 15%

enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club			
Priority 7: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 8: Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 80%	2017-18 (Expected): 85%	2018-19 (Expected): 90%	N/A 2019-20 (Expected): 95%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Enrolment increase	Enrolment increase

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Amount $2,294,959	Amount $2,766,772	Amount $3,066,772

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300, 2400, 2900	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.		

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Amount	$200,000.00	Amount	$200,000.00	Amount	$200,000.00
Source	LCFF	Source	LCFF	Source	LCFF

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Budget Reference	1100,1300, 2 deans of Academics	Budget Reference	1100,1300	Budget Reference	1100,1300

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Included in Goal 2.Action 1	Amount	Included in Goal 2.Action 1	Amount	Included in Goal 2.Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$10,000.00 Computer teachers salary included in Goal 2, Action 1	Amount	$10,000.00 Computer teachers salary included in Goal 2, Action 1	Amount	$10,000.00 Computer teachers salary included in Goal 2, Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863, 1100,1300 PD, and 2 computer teachers	Budget Reference	5863	Budget Reference	5863

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Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |

| Location(s) | ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ English Learners   ☐ Foster Youth   ☐ Low Income |

| Scope of Services | ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 7 & 8: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	Enrolment increase	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$105,000.00	Amount	$150,000.00	Amount	$150,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863, 5814, 5830, 4325	Budget Reference	5863, 5814, 5830	Budget Reference	5863, 5814,5830

☐ New	☐ Modified	☒ Unchanged

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 3:
- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of ELAC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of PTF meetings per year	Current: 6 By the end of 2016-17: 7 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of activities/events for parent involvement per	Current: 4 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 5	2018-19 (Expected): 5	2019-20 (Expected): 5

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year	5			
Priority 3: Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
Priority 3: Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
Priority 3: Percentage of students who have been home-visited by the teachers per year	Current: 23% By the end of 2016-17: 25% (Planned)	2017-18 (Expected): 25%	2018-19 (Expected): 25%	2019-20 (Expected): 25%
Priority 5: ADA rate	2015-16 (Actual): 95% Current: 97% By the end of 2016-17: 97% (Projected)	2017-18 (Expected): 97%	2018-19 (Expected): 97%	2019-20 (Expected): 97%
Priority 5: Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 4%	2018-19 (Expected): 4%	2019-20 (Expected): 4%
Priority 5: Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0	2019-20 (Expected): 0
Priority 5: High school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0	2019-20 (Expected): 0
Priority 5: Four-year cohort graduation rate	2015-16 (Actual): 98% By the end of 2016-17: 100% (Projected)	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 0
Priority 6: Student suspension rate	2015-16 (Actual): 0.4% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0	2019-20 (Expected): 0
Priority 6: Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0%	2017-18 (Expected): 0%	2018-19 (Expected): 0	2019-20 (Expected): 0

	(Projected)			
Priority 6: School experience survey participation rates	2016-17 (Actual): Students: 80.3% Families: 50.5% Staff: 82.5%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	2018-19 (Expected): Students: 90% Families: 75% Staff: 90%	2019-20 (Expected): Students: 90% Families: 80% Staff: 90%
Priority 6: School experience survey average approval rates	2016-17 (Actual): Students: 70.2% Families: 90.5% Staff: 80.3%	2017-18 (Expected): Students: 85% Families: 95% Staff: 85%	2018-19 (Expected): Students: 87% Families: 95% Staff: 87%	2019-20 (Expected): Students: 90% Families: 95% Staff: 90%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income	
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	8,000.00	Amount	8,000.00	Amount	8,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4720	Budget Reference	4720	Budget Reference	4720

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Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Duplicated expense Goal 3 Action1	Amount	Goal 3, Action 1	Amount	Goal 3, Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4720	Budget Reference	4720	Budget Reference	4720

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$78,000.00	Amount	$78,000.00	Amount	$78,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5887 Technology Services	Budget Reference	5887	Budget Reference	5887

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Enrollment increase	Enrollment increase

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$20,000.00	Amount	$30,000.00	Amount	$30,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	3010	Budget Reference	3010	Budget Reference	3010

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$180,000.00	Amount	$180,000.00	Amount	$180,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300, Dean of cultures and Life skills teacher	Budget Reference	1100, 1300	Budget Reference	1100, 1300

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Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$120,000.00	Amount	$120,000.00	Amount	$120,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2400 Office staff	Budget Reference	2400, office staff	Budget Reference	2400 office staff

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$82,000.00	Amount	$82,000.00	Amount	$82,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2900, 3000, 5822 College Counselor and Naviance	Budget Reference	2900, 3000, 5822 College Counselor and Naviance	Budget Reference	2900, 3000, 5822 College Counselor and Naviance

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We will have 2 dean of students	We will have 2 dean of students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$95,000.00	Amount	$200,000.00	Amount	$200,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000.00	Amount	$5,000.00	Amount	$5,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,000.00	Amount	$2,000.00	Amount	$2,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5822 Panorama Education	Budget Reference	5822 Panorama Education	Budget Reference	5822 Panorama Education

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 1,318,664.00   Percentage to Increase or Improve Services: 32.62 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its

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education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level. Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

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Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The Academic Performance Index;
   C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
   E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

  (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

  (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

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LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy-2		
Contact Name and Title	Steven Keskinturk, Principal	Email and Phone	skeskinturk@magnoliapublicschools.org (818) 758-0300

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy-2 (MSA-2 or Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-2 currently has 454 students in grades 6-12, and mainly draws enrollment from Lake Balboa, CA and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves is facing economic challenges. MSA-2 has a diverse enrollment, including 83% Hispanic/Latino, 8% White, 91% Socioeconomically Disadvantaged, 19% Special Education, and 15% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP HIGHLIGHTS

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

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

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

Increasing parent participation (Coffee, surveys, PT Conference, email and mail in ENG and SPAN, Parent College) has been and will continue to be a major goal for MSA-2

MSA-2 actively includes parents in the LCAP Process. Avenues for parental input include, SSC Meetings, Monthly PTF Meetings, ELAC Meetings, Parent Surveys, Middle School "Parent Nights", Parent Informational Meetings (at least 5 per year) Parent College Visits, Parent College Program and Parent College Graduation Ceremony

Offering Students additional academic supports and interventions to all students will continue to be another major focus for MSA-2. Our After School Programs, Saturday School and Summer Program have become a part of our academic culture.

Intervention supports already exist at MSA-2. They include "Power Classes" ELD Curriculum, After School Tutoring, Zero Period, Saturday School and Summer School. Our next step is to refine the quality of our intervention programs. This would include analyzing and reviewing any changes needed to improve our intervention programs. This would include immediate collaboration with our Title 1 Teacher, ELD Coordinator, and Dean of Academics.

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REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Area 1: College/ Graduation

Magnolia Science Academy 2 has a strong and well recognized college ready program. In fact MSA-2 received both a gold and silver ranking from U.S. News Best Ranked Schools. This success is based on the high percentage of students taking AP Courses and the college acceptance rate of MSA-2.. The AP® participation rate at Magnolia Science Academy 2 is 52 percent. The student body makeup is 55 percent male and 45 percent female, and the total minority enrollment is 90 percent. Magnolia Science Academy 2 is 1 of 247 high schools in the Los Angeles Unified School District.

Our College acceptance rates are very good and MSA-2 has the reputation of local students being accepted to UCLA, USC, UC Berkeley, and even Princeton. MSA-2 needs to keep offering SAT Prep Courses, AP Courses and College Visits. These opportunities are necessary for our student population.

Area-2: STEAM Participation

MSA-2 is a STEAM based school and its students participate in Science, Technology, and Art based projects in every grade level. In the 2017, MSA-2 Students participated and received medals in the Academic Decathlon Program. MSA-2 Vex Robotics Team competed in 2 regional competitions. MSA-2 is also sending 8 students to NY to compete in a STEAM based International Competition called the Genius Olympiads. MSA-2 also send students from its Fine Arts Program to STEAM Expo, Art Walk sponsored by CA Rep. Adrin Nazarian (District 46)

STEAM Participation is measured by in class science and art projects completed by all students. Projects are graded and often used as an alternative assessment. Students are also given certificates of completion and many projects receive medals. Our ultimate goal is to increase student participation in STEAM events to 100%

STEAM Coordinator: MSA-2 has a Science Coordinator that organized STEAM Competitions and STEAM Expos and Also VEX Robotics Tournaments

Area-3: Parent participation

A noticeable area of progress from Parent Surveys is "Communication". MSA-2 sends out bilingual updates on very regular basis including hard mail, SchoolReach, and Mailchimp plus in person updates at our weekly "Coffee with the Principal" This year's Parent Satisfaction Survey that showed over 90% Parent Satisfaction Results. This was a sharp increase from the previous year. Some parent survey samples are

Parent #1 " CoolSIS, After School Programs and Coffee with the Principal Every Friday"

Parent #2 "It's a small school that helps students to reach more and more"

MSA-2 will continue to send out a bilingual newsletter to our parents once a month.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Area-1: Improve Student Satisfaction and School Climate

Even though MSA-2 significantly decreased the suspension rate which is less than one percent now, we still want to reduce bullying and student conflict incidents which in return will positively improve school culture and student satisfaction. Bullying and student conflicts are a primary source of suspensions in most schools. MSA-2 has taken the preventive action of addressing student emotional/social needs by having "Bullying and Conflict Resolution Presentations" for students and Conflict resolution workshops for parents. MSA-2 also partners with NCADD for a drug and alcohol awareness program for students and parents. Social and Emotional needs will also be addressed in our new "Life Skills "curriculum Staff will also be given PDs on "How to Identify Bullying and Conflict" inside a classroom setting. MSA-2 staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. The ultimate goal is to reduce the amount of bullying and student conflict incidents and maintain a near zero suspension rate. We will increase student, parent, and staff participation rates to the presentations, trainings, and professional development opportunities.

Area-2: Improve in Math SBAC scores

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During teacher/staff and data analyzing meetings, it was decided that improving math scores is an area of need.

Students will be given their past test scores for SBAC and MAP. The SSR/Advisory teachers will go over the results and set up individual goals with the students. Based on the scores, students will be placed in appropriate tiered intervention such as power classes, after school tutoring, or Saturday school.

Our intervention specialist (Title I Intervention teacher) will support teachers with additional resource when needed.

Special online programs will be used for intervention, such as ALEKS, which is an adaptive online program to target diverse needs of students.

Area-3: Improve in ELA SBAC scores

During teacher/staff and data analyzing meetings, it was decided that improving ELA scores is an area of need.

Students will be given their past test scores for SBAC and MAP. The SSR/Advisory teachers will go over the results and set up individual goals with the students. Based on the scores, students will be placed in appropriate tiered intervention such as power classes, after school tutoring, or Saturday school.

Our intervention specialist (Title I Intervention teacher) will support teachers with additional resource when needed.

Special online programs will be used for intervention and differentiation. Students will use MyOn, an online library, which will provides students access to variety of books based on student need and interest.

To target the level 1 and 2 students who are Spanish speakers, we have a Spanish speaking ELD teacher.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Area-1: Suspension rate: Increased for Hispanic or Latino Students

We recognized that our suspension rate has increased for Hispanic or Latino Students. Based on the feedback from administrative team, discipline committee, teachers and parents, we have come up with an action plan to reduce this rate.

As part of the action plan, we spent more resources in social-emotional needs by having Edge Coaching (life coaching program for at-risk students), life skills and anti-bullying conflict resolution programs for students.

As a result, our suspension rate has decreased.

Area-2: ELA Average distance from Level-3: Too high for Students with disabilities

In order to better address the learning gap for students with Special Needs, MSA-2 Admin Team and Resource Team will work with staff during weekly PDs and In Service days to review data and target students with specific services such as "Booster Classes" so that this gap can be decreased .

ELA students will also receive services and monitoring from our ELD Coordinator. Students will be supported by their general education and special education services. They are assigned variety of intervention options depending on their needs.

Area-3: mathematics Average distance from Level-3: Too high for Students with disabilities

Teachers will continue to receive ongoing training during professional development throughout the year (summer in service, staff professional development days, Tuesday PD's)

Students will be supported by their general education and special education services. They are assigned variety of intervention options depending on their needs.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

> Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings
>
> EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.
>
> Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.
>
> Charter School will provide academic supports and remediation, counseling, and social/emotional support to our students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$5,668,824.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$3,543,667.00 (Total)

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

> Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

$4,636,192.00	Total Projected LCFF Revenues for LCAP Year

[Annual Update](#)

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED	**ACTUAL**
Priority 1: ▪ Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100% ▪ Percentage of students who will have sufficient access to standards-aligned instructional materials: 100% ▪ Percentage of items on facility inspection checklists in compliance/good standing: 90% **Priority 2:** ▪ Percentage of state standards implementation for all students, including English learners: 100% **Priority 4:** ▪ For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017	**Priority 1:** ▪ Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100% ▪ Percentage of students who have sufficient access to standards-aligned instructional materials: 100% ▪ Percentage of items on facility inspection checklists in compliance/good standing: 90% **Priority 2:** ▪ Percentage of state standards implementation for all students, including English learners: 100% **Priority 4:** ▪ The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.

	ELA/Literacy		Mathematics	
	2016	2017 (Projected)	2016	2017 (Projected)
Schoolwide	35%	40%	24%	29%
English Learners	2%	7%	5%	10%
Socioecon. Disadv.	33%	38%	22%	27%
Students w/ Disabilities	6%	11%	8%	13%
African American	N/A	N/A	N/A	N/A
Hispanic or Latino	31%	36%	21%	26%
White	48%	53%	36%	41%

- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring

- The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

	ELA/Literacy		Mathematics	
	2016	2017 (Projected)	2016	2017 (Projected)
Schoolwide	27%	32%	15%	20%
English Learners	8%	12%	2%	7%
Socioecon. Disadv.	27%	32%	15%	20%
Students w/ Disabilities	2%	7%	2%	7%
African American	N/A	N/A	N/A	N/A
Hispanic or Latino	25%	30%	15%	15%
White	25%	30%	6%	11%

- Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 90%

- Percentage of graduating seniors who successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2015-16 is 100%. We project a rate of 100% in 2016-17, too.

  2015-16: 94%   2016-17: 94% (projected)

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.

  2015-16: 36%   2016-17: 31%

- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year

- Percentage of ELs reclassified to Fluent English Proficient (RFEP):

  2015-16: 30%   Current: 15%   By the end of 2016-17: 15% (projected)

- Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 50%

- Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 40%. We project a rate of 50% in 2016-17.

  2015-16: 40%   Current: N/A   By the end of 2016-17: 100%

- Percentage of students in grades 9-11 who will participate in the PSAT test: 80%

- Percentage of students in grades 9-11 who have participated in the PSAT test: 99%

- Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 40%

- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: 8%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported six of our teachers for their credentialing needs. We are compliant with its teacher assignments.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$30,000.00 *5863-BTSA expenses, EL authorization fees*	$20,000.00 9 teachers are in BTSA Program

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$250,000.00 4100-4200 Books 4300-supplies, materials 4400 Equipment	$80,000.00 4100-4200 Books $77,000.00 4300-supplies, materials $36,000.00 4400 Equipment

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**

	Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.
Expenditures	**BUDGETED** $50,000.00 5500 Janitorial Services, 5600 Maintenance, 2900, 3000 Custodian salary & benefits	**ESTIMATED ACTUAL** $50,000.00

Action   **4**

Actions/Services	**PLANNED** **Priority 2:** Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**ACTUAL** **Priority 2:** Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)
Expenditures	**BUDGETED** $7,500.00 Title I, MAP testing fees $70,000.00 5800 Professional Development on CCSS	**ESTIMATED ACTUAL** $57,000.00

Action   **5**

Actions/Services	**PLANNED** **Priorities 2, 4, & 7:** Charter school will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter Schools will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	**ACTUAL** **Priorities 2, 4, & 7:** We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.
Expenditures	**BUDGETED** $25,000.00 $10,000.00 Title I, Flex Literacy for ELD Students $10,000.00 4325 ELD core materials, supplemental materials $5,000.00 5863 Focused PD on ELD standards	**ESTIMATED ACTUAL** $20,000.00

Action   **6**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7:	**Priorities 2, 4, & 7:**
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework(and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in- class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in professional development on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00 5863 Professional Development on EL strategies	$5,000.00

Action **7**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$35,000.00 3010 Title I English and Math teacher salaries	$35,000.00

Action **8**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$37,000.00 After school and Saturday ELA/math tutoring	$20,000.00

Action **9**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Duplicate of Goal 2, Action 2	Duplicate of Goal 2, Action 2

Action **10**

Actions/Services

PLANNED	ACTUAL
Priority 4: Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	**Priority 4:** Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$70,000.00 2900-3000 College Counselor Salary & Benefits	$70,000.00

Action **11**

Actions/Services

PLANNED	ACTUAL
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	**Priority 4:** Based on student needs and interests, we have offered the following AP courses this year: Based on student needs and interests, we have offered the following AP courses this year: AP Spanish Language and Culture, AP Spanish Literature and Culture, AP Computer Science, AP English Literature and Composition, AP English Language and Composition, AP United States History, AP United States Government and Politics, AP World History, AP Studio Art, AP Calculus AB, AP Calculus BC, AP Statistics.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$85,000.00 1100 AP teacher add-on salaries 4300 AP Course materials 5863 AP workshops, test fees	$45,000.00

Action **12**

	PLANNED	ACTUAL
Actions/Services	**Priority 4:** Charter School 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.	**Priority 4:** We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.
Expenditures	BUDGETED $70,000.00 1100 Advisory/ College Readiness teacher salaries 4320 Naviance College readiness 3010 Myon	ESTIMATED ACTUAL $65,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes: The Intervention Programs have been effective towards our progress of reaching measurable goals. Our intervention specialist (Title I Intervention teacher) will support teachers with additional resource when needed. Special online programs will be used for intervention and differentiation. Students will use MyOn, an online library, which will provides students access to variety of books based on student need and interest. To target the level 1 and 2 students who are Spanish speakers, we have a Spanish speaking ELD teacher. Students will be taking the SBAC Interim assessments periodically and the results will be the means of measuring outcome and progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Priority 7:	**Priority 7:**
▪ Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	▪ Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
▪ Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	▪ Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
▪ Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%	▪ Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: 5%
▪ Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	▪ Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Priority 8:	**Priority 8:**
▪ Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 100%	▪ Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services

PLANNED	ACTUAL
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**Priority 7:** We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective Courses offered in 2016-2017 Include: AP Chemistry, AP Bio, AP Environmental Science, Statistics, Leadership, AP Computers, Digital Art, AP Studio Art (for high school only), Computer Literacy (for middle school only), Science Explorers, Math IV, Robotics, Psychology, and Life Skills for Middle School and Sports Class for Middle School.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$1,677,509.00 1100 -3000 Teacher salaries and benefits	$1,218,773.00

Action 2

Actions/Services

PLANNED	ACTUAL
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**Priority 7:** We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$80,000.00 1100, 1300 Deans of Academics	$70,000.00

Action 3

Actions/Services

PLANNED	ACTUAL
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	**Priority 7:** We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Duplicated expense, included in Goal 2 Action 1	

Action 4

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Actions/Services	**PLANNED** **Priority 7:** Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	**ACTUAL** **Priority 7:** We offer Computer/Technology classes and/or blended learning experience for our students. MSA-2 offers Standards Computer Classed including the use of technology through Chromebooks in every class. Our use of "Blended Learning" includes the use of online programs like ALEKS, MYON, and StudySync. Each student has access to a Chromebook in every classroom. Our staff have participated in several "Blended Learning PDs.
Expenditures	**BUDGETED** $90,000.00 $70,000.00 1100 Computer/Technology teacher salaries & benefits $20,000.00 5863 Focused PD on Blended Learning	**ESTIMATED ACTUAL** $70,000.00

Action **5**

Actions/Services	**PLANNED** **Priorities 7 & 8:** Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	**ACTUAL** **Priorities 7 & 8:** We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.
Expenditures	**BUDGETED** $15,000.00 $10,000.00 4325 Instructional Materials $5,000.00 5814 Academics competitions	**ESTIMATED ACTUAL** $11,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

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Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes.
	MSA-2 has an effective STEAM Program that is geared towards all students participating and progressing towards unique and individual creativity as well as achieving group synergy through group projects in science and art. These goals can be met by designing curriculum that is congruent with STEAM Expos and Art Expos, and Robotic Competitions.
	MSA-2 is a STEAM based school and its students participate in Science , Technology, Math and Art based projects in every grade level. In the 2017, MSA-2 Students participated and received medals in the Academic Decathlon Program. MSA-2 Vex Robotics Team competed in 2 regional competitions. MSA-2 is also sending 8 students to New York to compete in a STEAM based International Competition called the Genius Olympiads. MSA-2 also send students from its Fine Arts Program to STEAM EXPO's, Art Walk sponsored by CA Rep. Adrin Nazarian (District 46)
	STEAM Coordinator: MSA-2 has a Science Coordinator that organized STEAM Competitions and STEAM EXPO's and Also VEX Robotics Tournaments
	STEAM Participation is measured by in class science and art projects completed by all students . Projects are graded and often used as an alternative assessment. Students are also given certificates of completion and many projects receive medals.Our ultimate goal is to increase student participation in STEAM events to 100%
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

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Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Priority 3:

- Number of School Site Council (SSC) meetings per year: 4

- Number of English Learner Advisory Committee (ELAC) meetings per year: 4

- Number of Parent Task Force (PTF) meetings per year: 4

- Number of activities/events for parent involvement per year: 5

- Frequency of SIS record updates: Daily/Weekly

- Number of progress reports or report cards sent to parents per year: 6

- Percentage of students who have been home-visited by the teachers per year: 25%

Priority 3:

- Number of SSC meetings held this school year: 3

  Current: 3   By the end of 2016-17: 4 (planned)

- Number of ELAC meetings held this school year: 3

  Current: 3   By the end of 2016-17: 4 (planned)

- Number of PTF meetings held this school year: 3

  Current: 3   By the end of 2016-17: 4 (planned)

- Number of activities/events held for parent involvement this school year: 4

  Current: 4   By the end of 2016-17: 5 (planned)

- Our teachers update SIS records daily/weekly.

- Number of progress reports or report cards sent to parents this school year: 5

  Current: 5   By the end of 2016-17: 6 (planned)

- Percentage of students who have been home-visited by the teachers this school year: 24%

  Current: 24%   By the end of 2016-17: 25% (planned)

Priority 5:
- ADA rate: 95%

- Chronic absenteeism rate: 0%

- Middle school dropout rate: 0%

- High school dropout rate: 0%

- Four-year cohort graduation rate: 100%

Priority 6:
- Student suspension rate: 0%

- Student expulsion rate: 0%

- School experience survey participation rates:

  Students: 80%   Families: 50%   Staff: 80%

- School experience survey average approval rates

  Students: 80%   Families: 80%   Staff: 80%

Priority 5:
- ADA rate:

  2015-16: 95%   Current: 97%   By the end of 2016-17: 97% (projected)

- Chronic absenteeism rate:

  2015-16: 5%   Current: 4%   By the end of 2016-17: 5% (projected)

- Middle school dropout rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- High school dropout rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- Four-year cohort graduation rate:

  2015-16: 98%   By the end of 2016-17: 100% (projected)

Priority 6:
- Student suspension rate:

  2015-16: 0.4%   Current: 0%   By the end of 2016-17: 0% (projected)

- Student expulsion rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- School experience survey participation rates:

  Students: 83.6%   Families: 99.9%   Staff: 89.7%

- School experience survey average approval rates

  Students: 78.0%   Families: 95.0%   Staff: 89.0%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services	**PLANNED**	**ACTUAL**
	Priority 3:	**Priority 3:**
	Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.

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Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00	$9,000.00
4720 Other food	

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, parent teacher conferences PTF meetings, SSC and ELAC meetings, Parent College, and coffee with the principal.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00	$9,000.00
4720 Other food	

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level (Academic Daily Follow Up Forms).

Expenditures

BUDGETED	ESTIMATED ACTUAL
$35,000.00 5887 CoolSIS	$35,000.00

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$20,000.00 3010 Home-visit stipends	$20,000.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$140,000.00 1100 Dean of Culture and Life Skills teacher salary & benefits	$140,000.00

Action **6**

Actions/Services

PLANNED	ACTUAL
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$55,000.00 1100 Attendance clerk salary & benefits	$55,000.00

Action **7**

Actions/Services

PLANNED	ACTUAL
Priority 5: Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	**Priority 5:** We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

Expenditures

BUDGETED
$10,000.00
Fuel Ed and APEX credit
recovery course fees

ESTIMATED ACTUAL
$10,000.00

Action **8**

Actions/Services

PLANNED

Priority 6:

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

ACTUAL

Priority 6:

We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

BUDGETED
$80,000.00 1100 Dean of Students salary & benefits

ESTIMATED ACTUAL
 $80,000.00

Action **9**

Actions/Services

PLANNED

Priority 6:

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

ACTUAL

Priority 6:

Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

BUDGETED
$15,000.00
5863 Teacher PD on classroom management

ESTIMATED ACTUAL
 $10,000.00

Action **10**

Actions/Services

PLANNED

Priority 6:

Charter School will annually administer school experience surveys to students, parents, and staff.

ACTUAL

Priority 6:

We have administered school experience surveys to our students, parents, and staff.

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Expenditures	BUDGETED $5,000.00 5822 Panorama Education	ESTIMATED ACTUAL $2,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. The key variables that allowed MSA-2 to demonstrate school connectedness. Include the following: MSA-2 decreased suspension rates significantly. Bullying and student conflicts are a primary source of suspensions in most schools. MSA-2 has taken the preventive action of addressing student emotional/social needs by having "Bullying and Conflict Resolution Presentations" for students and Conflict resolution workshops for parents. MSA-2 also partners with NCADD for a drug and alcohol awareness program for students and parents. Social and Emotional needs will also be addressed in our new "Life Skills" curriculum .Our goal is maintain a near zero suspension rate as well as reducing student conflict, bullying and potential illegal substance use. These actions directly impacted Connectedness by holding students accountable while giving them a means to improve through positive behavior acknowledgment in School Assemblies. A student that has a "Negative" behavior incident, can correct their actions by completing a behavior slip for one week and be in "Good Standing". Students that demonstrate "Positive Behaviors" are rewarded with "Fancy Free Fridays" Free Dress Pass.
	Our High School Graduation rate is 100%. This benchmark can directly be attributed to our "College Readiness Program" which students start in the 8th grade with college campus visits. In 9th Grade, a four year college plan is started through our college counseling program which includes "College Nights" , University Tours, FASFA Workshop, SAT Prep, and College Application Guidance.
	MSA-2 (2017) College Applications had acceptances to over 7 UC Schools and 3 acceptances to IVY League Schools such as Brown University. MSA-2 has a special college culture where students, mostly from lower economic backgrounds share a tradition of attending college and many attend top schools like USC and UCLA which is a great indicator of student Connectedness.
	Class of 2017, 34 students
	Application Rate:%93.8
	Not applied: %6.2
	In total; 208 College applications submitted.
	75 UC application
	85 CSU application
	28 Common App application
	4 other state colleges application is submitted.
	Another important indicator towards our Annual Measurable Outcomes are the Student, Staff and Parent Surveys. We can gage the connectedness of these 3 groups. As a school, Parent satisfaction improved 18% from the previous year with a 95% satisfaction rating which encourages more parent/school partnerships plus validates some of the positive changes made from last year. A noticeable area of progress from Parent Surveys is "Communication". MSA-2 sends out bilingual updates on very regular basis including hard mail, schoolreach, and mailchimp plus in person updates at our weekly "Coffee with the Principal"

MSA-2 overall student satisfaction rate was 78% which was a 35% increase. Staff went up 10% and Parents increased by 15%. This can be attributed to several key factors such as New Food Service, 12 new security cameras , a full time security guard, new basketball courts, 2 required field trips for each grade level, Parent College" Program for students, and the use of "Teach Boost" to help evaluate and guide teaching staff

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

MSA-2 has held regular meetings this year to gather feedback from stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including several Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 120 home visits during this school year and sought feedback from the parents for school improvement.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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

Improvements in designated/integrated English Learner services
Expanding after school, Saturday school, and summer school opportunities
Providing counseling and behavior support services to our students
Improving teacher observation and evaluation systems and keeping effective teachers
Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
Expanding STEAM-based programs and activities
Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 1:
To ensure teachers are appropriately assigned and fully credentialed
To ensure students have sufficient access to standards-aligned instructional materials
To ensure school facilities are maintained in good repair

Priority 2:
To ensure implementation of state board adopted academic content and performance standards for all students, including English learners

Priority 4:
To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
To ensure EL students make annual progress in learning English
To ensure our students are college/career ready

Priority 8:
To ensure student proficiency in all courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

Priority 1: Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 1: Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 2: Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): All Students: 45.8 points below level 3 English Learners: 85.5 points below level 3 Socioeconomically Disadvantaged: 48.4 points below level 3 Students with Disabilities: 128.1 points below level 3 African American: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.) Hispanic: 47.9 points below level 3 White: 38.2 points below level 3 2016-17 (Projected): All Students: 40.8 points below level 3 English Learners: 80.5 points below level 3 Socioeconomically Disadvantaged: 43.4 points below level 3 Students with Disabilities: 123. points below level 3 Hispanic: 42.9 points below level 3 White: 33.2 points below level 3	2017-18 (Expected): All Students: 35.8 points below level 3 English Learners: 75.5 points below level 3 Socioeconomically Disadvantaged:38.4 points below level 3 Students with Disabilities: 118.1 points below level 3 Hispanic: 42.9 points below level 3 White: 33.2 points below level 3	2018-19 (Expected): All Students: 30.8 points below level 3 English Learners: 70.5 points below level 3 Socioeconomically Disadvantaged: 33.4 points below level 3 Students with Disabilities:113.1 points below level 3 Hispanic: 37.9 points below level 3 White: 28.2 points below level 3	2019-20 (Expected): All Students: 25.8 points below level 3 English Learners: 65.5 points below level 3 Socioeconomically Disadvantaged:28.4 points below level 3 Students with Disabilities: 108.1 points below level 3 Hispanic: 32.9 points below level 3 White: 23.2 points below level 3
Priority 4: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual): All Students: 82.6 points below level 3 English Learners: 131.0 points below level 3 Socioeconomically Disadvantaged:	2017-18 (Expected): All Students: 72.6 points below level 3 English Learners: 121.0 points below level 3 Socioeconomically Disadvantaged:	2017-18 (Expected): All Students: 67.6 points below level 3 English Learners: 116.0 points below level 3 Socioeconomically Disadvantaged:70.1 points below level	2017-18 (Expected): All Students: 62.6 points below level 3 English Learners: 111.0 points below level 3 Socioeconomically Disadvantaged: 65.1

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	85.1 points below level 3 Students with Disabilities: 168.7 points below level 3 Hispanic: 80.2 points below level 3 White: 64.9 points above level 3 2016-17 (Projected): All Students: 77.6 points below level 3 English Learners: 126.0 points below level 3 Socioeconomically Disadvantaged: 80.1 points below level 3 Students with Disabilities: 163.7 points below level 3 Hispanic: 75.2 points below level 3 White: 59.9 points above level 3	75.1 points below level 3 Students with Disabilities: 158.7 points below level 3 Hispanic: 70.2 points below level 3 White: 54.9 points above level 3	3 Students with Disabilities: 153.7 points below level 3 Hispanic: 65.2 points below level 3 White: 49.9 points above level 3	points below level 3 Students with Disabilities: 148.7 points below level 3 Hispanic: 60.2 points below level 3 White: 44.9 points above level 3
Priority 4: Percentage of students meeting their growth targets on the MAP Reading assessment	2015-16 Fall to Spring (Actual): All Students: 52% English Learners: 45% Socioeconomically Disadvantaged: 53% Students with Disabilities: 63% Hispanic: 52% White: 47% 2016-17 Fall to Spring (Projected): All Students: 53% English Learners: 50% Socioeconomically Disadvantaged: 54% Students with Disabilities: 55% Hispanic: 53% White: 50%	2017-18 Fall to Spring (Expected): All Students: 42% English Learners: 55% Socioeconomically Disadvantaged: 55% Students with Disabilities: 55% Hispanic: 55% White: 55%	2017-18 Fall to Spring (Expected): All Students: 55% English Learners: 55% Socioeconomically Disadvantaged: 55% Students with Disabilities: 55% Hispanic: 55% White: 55%	2017-18 Fall to Spring (Expected): All Students: 55% English Learners: 55% Socioeconomically Disadvantaged: 55% Students with Disabilities: 55% Hispanic: 55% White: 55%
Priority 4: Percentage of students meeting their growth targets on the MAP Mathematics assessment	2015-16 Fall to Spring (Actual): All Students: 36% English Learners: 36% Socioeconomically Disadvantaged: 37% Students with Disabilities: 36% Hispanic: 36% White: 35% 2016-17 Fall to Spring (Projected):	2017-18 Fall to Spring (Expected): All Students: 45% English Learners: 45% Socioeconomically Disadvantaged: 45% Students with Disabilities: 45% Hispanic: 45% White: 45%	2018-19 Fall to Spring (Expected): All Students: 50% English Learners: 50% Socioeconomically Disadvantaged: 50% Students with Disabilities: 50% Hispanic: 50% White: 50%	2019-20 Fall to Spring (Expected): All Students: 45% English Learners: 55% Socioeconomically Disadvantaged: 55% Students with Disabilities: 55% Hispanic: 55% White: 55%

	All Students: 40% English Learners: 40% Socioeconomically Disadvantaged: 40% Students with Disabilities: 40% Hispanic: 40% White: 40%			
Priority 4: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2015-16 (Actual): 94% 2016-17 (Projected): 94%	2017-18 (Expected): 95%	2018-19 (Expected): 95%	2019-20 (Expected): 95%
Priority 4: Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 31%	2017-18 (Expected): 35%	2018-19 (Expected): 40%	2019-20 (Expected): 45%
Priority 4: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 30% 2016-17 (Projected): 15%	2017-18 (Expected): 20%	2018-19 (Expected): 25%	2019-20 (Expected): 30%
Priority 4: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2015-16 (Actual): 40% 2016-17 Projected: 100%	2017-18 (Expected): 50%	2018-19 (Expected): 50%	2019-20 (Expected): 50%
Priority 4: Percentage of students in grades 9-11 who will participate in the PSAT test	2016-17 (Actual): 99%	2017-18 (Expected): 95%	2018-19 (Expected): 95%	2019-20 (Expected): 95%
Priority 4: Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2016-17 (Actual): 8%	2017-18 (Expected): 15%	2018-19 (Expected): 20%	2019-20 (Expected): 25%
Priority 4: Percentage of graduating	2015-16 (Actual): 47% 2016-17 (Projected): 47%	2017-18 (Expected): 55%	2018-19 (Expected): 60%	2019-20 (Expected): 65%

seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments			
Priority 8: Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	2015-16 (Actual): 71% 2016-17 (Projected): 75%	2017-18 (Expected): 80%	2018-19 (Expected): 85%	2019-20 (Expected): 90%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$35,000.00	Amount	$80,000.00	Amount	$80,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863 (Professional Development)	Budget Reference	5863 (Professional Development)	Budget Reference	5863 (Professional Development)

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$200,000.00	Amount	$250,000.00	Amount	$250,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4100, 4200, 4300, 4400 (Instructional supplies)	Budget Reference	4100, 4200, 4300, 4400 (Instructional supplies)	Budget Reference	4100, 4200, 4300, 4400 (Instructional supplies)

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	Enrollment Increase	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$7,000.00 Duplicate of Goal 2, Action 1	Amount	$15,000.00 Duplicate of Goal 2, Action 1	Amount	$15,000.00 Duplicate of Goal 2, Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5615, 2900, 3000	Budget Reference	5615, 2900, 3000	Budget Reference	5615, 2900, 3000

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Action 　　4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |

| Location(s) | ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ English Learners   ☐ Foster Youth   ☐ Low Income |

| Scope of Services | ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Duplicate of Goal 1, Action 1	Amount	Duplicate of Goal 1, Action 1	Amount	Duplicate of Goal 1, Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

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Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2	Amount	Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2	Amount	Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4100, 4200, 4300, 5863	Budget Reference	4100, 4200, 4300, 5863	Budget Reference	4100, 4200, 4300, 5863

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Duplicate of Goal 1, Action 1	Amount	Duplicate of Goal 1, Action 1	Amount	Duplicate of Goal 1, Action 1
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget	5863	Budget	5863	Budget	5863

Reference		Reference		Reference	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Duplicate of Goal 1, Action 1	Amount	Duplicate of Goal 1, Action 1	Amount	Duplicate of Goal 1, Action 1
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Duplicate of Goal 1, Action 1	Amount	Duplicate of Goal 1, Action 1	Amount	Duplicate of Goal 1, Action 1
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$81,000.00 and Duplicate of Goal 2, Action 1	Amount	$81,000.00 and Duplicate of Goal 2, Action 1	Amount	$81,000.00 and Duplicate of Goal 2, Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300, 3000, 5822 (Professional services)	Budget Reference	1300, 3000, 5822 (Professional services)	Budget Reference	1300, 3000, 5822 (Professional services)

Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Duplicate of Goal 2, Action 1	Amount	Duplicate of Goal 2, Action 1	Amount	Duplicate of Goal 2, Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2900, 3000, College Counselor	Budget Reference	2900, 3000, College Counselor	Budget Reference	2900, 3000, College Counselor

Action   **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Duplicate of Goal 1, Action 1 Duplicate of Goal 2, Action 1	Amount	Duplicate of Goal 1, Action 1 Duplicate of Goal 2, Action 1	Amount	Duplicate of Goal 1, Action 1 Duplicate of Goal 2, Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 3000, 5863	Budget Reference	1100, 3000, 5863	Budget Reference	1100, 3000, 5863

Action   **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School 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.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2 Duplicate of Goal 2, Action 1 Duplicate of Goal 3, Action 3	Amount	Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2 Duplicate of Goal 2, Action 1 Duplicate of Goal 3, Action 3	Amount	Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2 Duplicate of Goal 2, Action 1 Duplicate of Goal 3, Action 3
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	1100, 4300, 5863, 5887	Budget Reference	1100, 4300, 5863, 5887	Budget Reference	1100, 4300, 5863, 5887

☐ New	☐ Modified	☒ Unchanged

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL _____

Identified Need

Priority 7:
- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:
- To ensure student participation and achievement in innovative courses and programs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students	2016-17 (Actual): 5%	2017-18 (Expected): 10%	2018-19 (Expected): 10%	2019-20 (Expected): 10%

enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club			
Priority 7: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 8: Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Enrollment Increase	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,126,667.00	Amount	$3,400,000.00	Amount	$3,700,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300, 2400, 2900, 3000	Budget Reference	1100, 1300, 2400, 2900, 3000	Budget Reference	1100, 1300, 2400, 2900, 3000

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Duplicate of Goal 2, Action 1	Amount	Duplicate of Goal 2, Action 1	Amount	Duplicate of Goal 2, Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300, Dean of Academics	Budget Reference	1100, 1300, Dean of Academics	Budget Reference	1100, 1300, Dean of Academics

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	Included in Goal 1 Action 1 Included in Goal 2 Action 1	Amount	Included in Goal 1 Action 1 Included in Goal 2 Action 1	Amount	Included in Goal 1 Action 1 Included in Goal 2 Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863, 1100,1300 PD, and computer teacher	Budget Reference	5863, 1100,1300 PD, and computer teacher	Budget Reference	5863, 1100,1300 PD, and computer teacher

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 7 & 8: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	Enrollment Increase	

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$22,000.00 and Included in Goal 1 Action 1 Included in Goal 2 Action 1	Amount	$27,000.00 and Included in Goal 1 Action 1 Included in Goal 2 Action 1	Amount	$27,000.00 and Included in Goal 1 Action 1 Included in Goal 2 Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863, 4325, 5814 (School programs), 5830 (Field trips)	Budget Reference	5863, 4325, 5814 (School programs), 5830 (Field trips)	Budget Reference	5863, 4325, 5814 (School programs), 5830 (Field trips)

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☐ New	☐ Modified	☒ Unchanged

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 3:
- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of ELAC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of PTF meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of activities/events for parent involvement per	Current: 4 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 5	2018-19 (Expected): 5	2019-20 (Expected): 5

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year				
Priority 3: Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
Priority 3: Percentage of students who have been home-visited by the teachers per year	Current: 23% By the end of 2016-17: 25% (Planned)	2017-18 (Expected): 25%	2018-19 (Expected): 25%	2019-20 (Expected): 25%
Priority 5: ADA rate	2015-16 (Actual): 95% Current: 97% By the end of 2016-17: 97% (Projected)	2017-18 (Expected): 97%	2018-19 (Expected): 97%	2019-20 (Expected): 97%
Priority 5: Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 4%	2018-19 (Expected): 4%	2019-20 (Expected): 4%
Priority 5: Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 5: High school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 5: Four-year cohort graduation rate	2015-16 (Actual): 98% By the end of 2016-17: 100% (Projected)	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 6: Student suspension rate	2015-16 (Actual): 0.4% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 6: Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0%	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%

	(Projected)			
Priority 6: School experience survey participation rates	2016-17 (Actual): Students: 80.3% Families: 50.5% Staff: 82.5%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	2018-19 (Expected): Students: 85% Families: 70% Staff: 87%	2019-20 (Expected): Students: 85% Families: 80% Staff: 90%
Priority 6: School experience survey average approval rates	2016-17 (Actual): Students: 70.2% Families: 90.5% Staff: 80.3%	2017-18 (Expected): Students: 85% Families: 95% Staff: 85%	2018-19 (Expected): Students: 85% Families: 70% Staff: 87%	2019-20 (Expected): Students: 85% Families: 80% Staff: 90%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Included in Goal 1 Action 2	Amount	Included in Goal 1 Action 2	Amount	Included in Goal 1 Action 2
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4720	Budget Reference	4720	Budget Reference	4720

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Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Included in Goal 1 Action 2	Amount	Included in Goal 1 Action 2	Amount	Included in Goal 1 Action 2
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4720	Budget Reference	4720	Budget Reference	4720

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$72,000.00	Amount	$72,000.00	Amount	$72,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5887 Technology Services	Budget Reference	5887 Technology Services	Budget Reference	5887 Technology Services

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Enrollment Increase	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	3010	Budget Reference	3010	Budget Reference	3010

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300, Dean of students and dean of cultures	Budget Reference	1100, 1300, Dean of students and dean of cultures	Budget Reference	1100, 1300, Dean of students and dean of cultures

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2400 Office Staff	Budget Reference	2400 Office Staff	Budget Reference	2400 Office Staff

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.		

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	Included in Goal 1 Action 2	Amount	Included in Goal 1 Action 2	Amount	Included in Goal 1 Action 2
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Fuel Ed and APEX credit recovery course fees	Budget Reference	Fuel Ed and APEX credit recovery course fees	Budget Reference	Fuel Ed and APEX credit recovery course fees

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We will have Dean of Students and Supervision Support Staff	

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ` Unchanged
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Included in Goal 1 Action 1	Amount	Included in Goal 1 Action 1	Amount	Included in Goal 1 Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Included in Goal 1 Action 9	Amount	Included in Goal 1 Action 9	Amount	Included in Goal 1 Action 9
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5822 Panorama	Budget Reference	5822 Panorama	Budget Reference	5822 Panorama

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 1,047,652.00   Percentage to Increase or Improve Services: 29.19%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

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Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

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Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

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State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

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LCAP Year	☒ 2017–18	☐ 2018–19	☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy-3		
Contact Name and Title	Ms. Shandrea Daniel, Principal	Email and Phone	sdaniel@magnoliapublicschools.org 310-310-637-3806

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy 3 is located in Carson (MSA-3). We have a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Next year we will include athletics! MSA-3 was founded in fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space co-locating with Curtis Middle School under proposition 39.

MSA welcomes students on a first come first serve basis. Our mission statement reflects a standards-based educational model that adheres to executing our LCAP with actionable goals and plans to ensure all of our students are equitably served. Our goals include teaching our students life & classroom lessons to prepare them to be college and career ready skills after graduation, be independent and innovative thinkers, we encourage them to be a community and strive for connectedness and to show pride, respect, responsibility in all that they accomplish and do over time.

Currently MSA-3 is serving 425 students from grades 6 through 12 and celebrated its first graduation with a class of 13 students in 2014. 82% of MSA-3 students are qualified free and reduced lunch program. We have a diverse student population with 49% Hispanics, 43% African Americans, 5.1% English Learners, 10.3% of our students have Disabilities and .7% Foster youth. All of our teachers are credentialed and teaching within their subject matter and have enriched their experience with teaching a variety of STEAM based electives. They also receive over 40 hours of professional development to help them gain powerful insight to assist their students within and outside of the classroom. Classroom instruction at MSA-3 is supplemented by tutoring, after-school programs, and school-to-university links.

Our parents are highly involved with Parent Task Force, Parent College, Parent Workshops, Coffee with the Principal Meetings, ELAC (English Learners Advisory Committee), SSC (School Site Council), and our Volunteer Champions. Our students enjoy taking courses that satisfy the A-G requirements and are UC and CSU accepted so they can be well versed and prepared for the transition to college. Our after school program offers a variety of clubs and sports to help them prepare for college and to be financially and emotionally prepared for college life.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students.

LCAP HIGHLIGHTS

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

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The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:
● Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College. Giving parents the tools and knowledge to support their children while receiving rigorous education and making financial plans to support their child when they go to college.
● The need to continue our improvements in designated/integrated English Learner services.
● Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring Programs such as power Math, power English, RTI, tutoring, hand home visits.
● Providing counseling and positive behavior intervention to support services to our students with Chess, Etiquette, Edge Coaching, and a well-organized PBIS plan.
● Keeping effective teachers and improving teacher observation and evaluation systems. Along with providing them with strategic professional development with thoughtful input and development for growth and successful implementation.
● The Charter School has also worked on its annual measurable outcomes to set targets in areas of greatest need and to close the achievement gaps; this includes high school graduation rate above 90%, suspension and expulsion less than 1%, 91% college attendance rate, 92% of all students are eligible for UC/CSU.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Academics, College Readiness & Intervention:
● All English and Math classes have computer carts for students to use Chrome Books daily, Study Sync, MyOn, Khan Academy, TCI, Power English and Math. Full-time ELD Coordinator and RTI Coordinator.
● Teacher led symposiums, over 40 hours of professional development for each teacher throughout the year.
● Specialty/Intervention clubs and electives (robotics, steam, band, chess, etiquette)
● Life skills - Character Counts Education for middle school students to help with character, organizational functioning skills and creativity.
● STEAM Programs/Classes – (Digital arts, Science Explorers, Intro to Engineering, Advanced Math, Graphic Art and Design)
SBAC Growth: Increased the percentage of students who score proficient or above in English and Math on the CAASPP assessment system. We had the highest amount of growth and percentage of students who had standard met and exceeded in the city of Carson, compared to other Middle Schools.
● 2014-2015 Overall Math Proficient was 13%, and the 2015-2016 Overall Math Proficient was 22%. That is an 9% increase in growth.
● 2014-2015 Overall English Proficient was 22%, and the 2015-2016 overall English proficient was 43%. That is a 21% growth.
● 2nd highest growth and points increase out of 10 schools.
● EL Learners gained growth also.

Parent & Student Engagement:
● Orientation, over 350 parents in attendance.
● Back to School Night, over 250 parents in attendance.
● Coffee with Administration with an average of 10-20 parents each week to review and work on building engagement.
● Home visits, over 180 home visited.
● Parent workshops, over 25 classes for parents on how to raise social-emotionally healthy children and how to get them to and through college.
● Parent college
● Field Trips, Competitions, Events: Mt. Wilson Observatory, Robotics Competitions in San Diego, College Trips, Chess Tournaments, College & Career Day, Dr. Christine Mann Darden Day (Hidden Figure).

Building Culture:
● Charter Renewal was successful after some time working with the districts. It made our families, teachers and students bond and really fight for their effort to be in a charter school.
● 3rd place in the Science Category for the Steam Expo.
● Art Top Winner, Best of Show for the Steam Expo.
● Two teachers won Teacher of the Year at the Steam Expo.
● Over 10 field trips to California Colleges (6th grade -12th grade)
● Teacher mentor and edge coaching for new teachers.
● Electives increased: Coding, Robotics, Band, Graphic Design, Science Explorers, Drama.
● Civic Engagement for students, public support from Juwane Hilton, each senior work towards 40 hours of community service. Almost 200 students participating in community/civic events.
● Honored and had a Steam gala for Dr. Christine Man Darden who was in the book, Hidden Figure and she worked for NASA. Students in all subject matters presented their projects and ideas to Dr. Darden.

● *Goal 1: Students will pursue academic excellence and be college & career ready:*

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1. Increased the percentage of students who score proficient or above in English and Math on the CAASPP assessment system. We had the highest amount of growth and percentage of students who had standard met and exceeded in the city of Carson, compared to other Middle Schools.

- 2014-2015 Overall Math Proficient was 13%, and the 2015-2016 Overall Math Proficient was 22%. That is an 9% increase in growth.
- 2014-2015 Overall English Proficient was 22%, and the 2015-2016 overall English proficient was 43%. That is a 21% growth.
- 2nd highest growth and points increase out of 10 schools
- EL Learners gained growth also.

2. Increased the percentage of students who are on track to be college and career ready.

All Students			
Student Performance	Number of Students	Status	Change
Blue	48	Very High 97.9%	Increased Significantly +17.9%

Socioeconomically Disadvantaged			
Student Performance	Number of Students	Status	Change
Blue	48	Very High 97.9%	Increased Significantly +5.6%

Hispanic			
Student Performance	Number of Students	Status	Change
Blue	34	Very High 97.1%	Increased Significantly +15.2%

College and Career Readiness (3-8) Status and Change Report							
All Students - ELA (Grade 11)				All Students - Mathematics (Grade 11)			
Student Performance	Number of Students	Status		Change	Student Performance	Number of Students	Status		Change
-	41	18.3	points above level 3	61.6	points	-	41	-90.3	points below level 3	21	points

- 2015-2016 CSU & College Acceptance was 54% and the 2016-2017 is above 68%. This year students were accepted to over 40 different UC's, Private Schools, & Historically Black Colleges & Universities.

3. Graduation from High School is above 90%.

4. Suspension rate is lower than 1%:

- Intervention Programs consist of our Etiquette and Leadership course, Chess classes to help with patience and problem solving, and edge coaching to help our students and next year teachers gain executive level functioning skills to make their academic goals come true and resolve conflict.

5. Stakeholder satisfaction has improved and we hope to continue to gain momentum and continue to grow. The major achievement is in the area of school culture. Students, parents, and staff are happier and more committed to positive student outcomes than ever before in our observation.

- Increase in staff participation and less than 5% in reaching our goal for students and family participation rates. With more preparation we can make our goal next year by offering a streamlined process for advisory/ssr class teachers and the Dean of Students to champion the participation rates.

- Strategically analyzed comments to determine how to improve more:

1. **Students:** 33% increase can be attributed to allowing students opportunities to provide feedback, have more lunch activities and ideas, as well as allowing more uniform options.
   - Safety-decreasing negative interactions and increasing the positive interactions.
   - Food options-a better vendor who offers fresh, variety of choices.
   - Increase High School activities, more positive reinforcement for students who are behaving, more field trips, and more preparation for college.
2. **Parents:** 26% increase can be attributed to the events for parents like parent college, community day, family potluck day, and providing an outlet for concerns and options for parents during coffee with the principal. They like the diversity of the students, it feels like a family and they like admin.
3. **Teachers:** 26% increase can be attributed to transparency, teambuilding and professional development by their peers. They want more Accountability, Communication, Consistency in consequences and rules,

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parent involvement, and professional development. Would like the staff to work as a team.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Enrollment:
● Increasing our students back between 460-475 or higher. Enrollment decreased due to charter renewal process, lack of sports and rigorous courses/dual enrollment for high school.

Survey Satisfaction:
● 2016-2017 Current Year Overall Satisfaction Rates:
  ○ Student: 63%
  ○ Family: 86%
  ○ Staff: 76%
● 2015-2016 Prior Year Overall Satisfaction Rates:
  ○ Student: 30%
  ○ Family: 60%
  ○ Staff: 49%
● Next Year Overall Satisfaction Targets:
  ○ Student: ≥80.0%
  ○ Family: ≥80.0%
  ○ Staff: ≥80.0%

Stronger Behavior & Social-emotional intervention Needed:
● PBIS
● Anti-Bullying
● Etiquette class/Chess class
● Edge coaching/Peer Mentor
● Guidance/College Counselor
● Why? Safety is a top priority and ensuring we have enough support staff, intervention and social-emotional development to increase:
  ○ Topic 1: Climate of Support for Academic Learning: Students 63%, Families 91%, Staff 86%
  ○ Topic 2: Knowledge and Fairness of Discipline, Rules and Norms: Students 55%, Family 85%, Staff 57%
  ○ Topic 3: Safety: Students 55%, Families 89%, Staff 37%
  ○ Topic 4: Sense of Belonging (School Connectedness): Students 46%, Families 86%, Staff 75%
  ○ Topic 5: Growth Mindset: 55%
  ○ Topic 6: Self-Efficacy: 55%
  ○ Topic 7: Self-Management: 67%
  ○ Topic 8: Social Awareness: 56%

Academic & State Testing Improvement: Improve proficient in every grade level and sub-group.
There is a strong commitment to taking the next steps that will result in improved proficiency in Math, Science and English. Though many students are being accepted into college, the SAT scores are below average, as our proficiency rates in core subjects.
● AP Passage rate needs to increase.
● Increase High School Graduation back to 100%.
● Attrition rate from 8$_{th}$-9$_{th}$ grade is over 70%.
● Revamp the ssr and life skills/get ready for life curriculum.
● Yearly, 5 year, and 10 year plan based on skills and common core standards required so they complete and exceed the college readiness test by 11th grade.

Teacher Support and Development:
● Professional Development needed; proposing 40 hours for each employee which includes:
  ○ BTSA/Clearance of credential
  ○ Leadership development
  ○ Teambuilding
  ○ Co-creational self-efficacy, conversational development
  ○ Magnolia Public School protocols, policies, and procedures: on-boarding, SBAC, LCAP, LCFF, LACOE, Coolsis, Safety (emergency evacuation), child mandated, parent etiquette, technology programs (MYOn, Study Sync, Teach boost, Illuminate).
  ○ Group coaching for departments
  ○ Individual coaching classroom management
  ○ Curriculum, lesson planning, time management, block scheduling common core development.

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Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

More analysis is needed to determine performance gaps; but each group needs to grow to meet the proficient expectations. The subgroup English and Math proficiency level is lower than the entire group.
With the proper staff and intervention goals in place we can see an upward trajectory, if that is taken away it takes away the progress and furthers the gap to inhibit growth.
● 2015-2016 CSU & College Acceptance was 54% and the 2016-2017 is above 68%. This year students were accepted to over 40 different UC's, Private Schools, & Historically Black Colleges & Universities.
We can increase that with a dedicated person and someone to help with grants and scholarships. Some students choose a community college because they do not feel they can afford it.
● All subgroups improved however they are not meeting the standard of 50% or higher in standards met or proficient. Utilizing our ICA's and IAB to determine their progress in reaching the standard and using internal data from our MAP testing to make goals and road maps to help students and teachers know how to progress.

ELA SUB-GROUPS & ALL

All Students			
Student Performance	Number of Students	Status	Change
Yellow	264	Low 23.8 points below level 3	Increased Significantly +43.6 points

Hispanic			
Student Performance	Number of Students	Status	Change
Yellow	108	Low 13.3 points below level 3	Increased Significantly +50.6 points

African American			
Student Performance	Number of Students	Status	Change
Yellow	133	Low 34 points below level 3	Increased Significantly +36.1 points

Students with Disabilities			
Student Performance	Number of Students	Status	Change
-	25	Very Low 85.8 points below level 3	Increased Significantly +53.4 points

Socioeconomically Disadvantaged			
Student Performance	Number of Students	Status	Change
Yellow	206	Low 28.7 points below level 3	Increased Significantly +43.7 points

English Learners			
Student Performance	Number of Students	Status	Change
Yellow	51	Low 37.5 points below level 3	Increased Significantly +48.3 points

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English Learners			
Student Performance	Number of Students	Status	Change
Yellow	51	Low 37.5 points below level 3	Increased Significantly +48.3 points

MATH:

All Students			
Student Performance	Number of Students	Status	Change
Yellow	263	Low 61.3 points below level 3	Increased Significantly +22.3 points

English Learners			
Student Performance	Number of Students	Status	Change
Yellow	49	Low 55.2 points below level 3	Increased Significantly +24.2 points

Additional EL Assessment Data					
Number of Students	Status EL Only	Change EL Only	Number of Students	Status RFEP Only	Change RFEP Only
7	*	*	42	Low 54 points below level 3	Increased Significantly +26.1 points

Socioeconomically Disadvantaged			
Student Performance	Number of Students	Status	Change
Yellow	205	Low 62.5 points below level 3	Increased Significantly +27.4 points

Students with Disabilities			
Student Performance	Number of Students	Status	Change
-	25	Very Low 115 points below level 3	Increased +12.6 points

African American			
Student Performance	Number of Students	Status	Change
Yellow	135	Low 73.9 points below level 3	Increased Significantly +18.3 points

Hispanic			
Student Performance	Number of Students	Status	Change
Yellow	106	Low 46.3 points below level 3	Increased Significantly +27.3 points

White			
Student Performance	Number of Students	Status	Change
-	4	*	*

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- Charter School will provide resources for increased outreach efforts to low income families including a case manager and/or psychologist, Parent College, parent training, home visits and other *parent involvement meetings*.
- *Dual enrollment so students can gain college credit while in high school and it will help their GPA so they can*
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.
- Charter School will provide academic supports and remediation, counseling, and social/emotional support to our students.
- Focus on absenteeism and ensuring our students graduate from high school on time.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$5,430,435
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$4,404,335

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

-CMO Fee

-After school program

-Title 1, Sped

-Marketing & Recruitment

-Legal Fees

-Fines/Penalties

-Accounting Edtech

-Rent

$4,404,335	Total Projected LCFF Revenues for LCAP Year

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<u>Annual Update</u>   **LCAP Year Reviewed: 2016–17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.
State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE LOCAL _____

<u>ANNUAL MEASURABLE OUTCOMES</u>

EXPECTED	ACTUAL
Priority 1: 1. Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. 2. Charter School will annually review master schedule/teacher assignments to ensure compliance. 3. Charter School will annually review alignment of instructional materials to standards. 4. Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 5. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. 6. Charter School will do annual and monthly facility inspections to screen for safety hazards. 7. Daily general cleaning by custodial staff will maintain campus cleanliness. **Priority 2:** 1. Charter School will ensure curricula and assessments are aligned to the CCSS. 2. Teachers will participate in professional development on the implementation of CCSS. **Priorities 2 & 4 & 8:** 1. Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 2. During the day, Charter School will provide additional supports and interventions to all students, including ELs.	**Priority 1:** 1. **Met:** Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100% 2. **Met:** Percentage of students who have sufficient access to standards-aligned instructional materials: 100% 3. **Met:** Percentage of items on facility inspection checklists in compliance/good standing: 90% (based on LAUSD checklist?) 4. **In Progress/Not Met:** Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 5. **In Progress/Not Met:** Charter School will annually review budget and plan to ensure adequate budget for instructional materials. 6. **Met:** Charter School will do annual and monthly facility inspections to screen for safety hazards. 7. **Met/In Progress:** Daily general cleaning by custodial staff will maintain campus cleanliness. **Priority 2:** 1. **Met:** Percentage of state standards implementation for all students, including English learners: 100% 2. **Met:** Over 10 hours of professional development for each teacher. **Priorities 2 & 4 & 8:** 1. **Met/In Progress:** Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 6 Reclassifications. 2. **Met/In Progress:** Power English, Power Math, EL Class, tutoring before school and after school, Saturday school and home visits. Provide summary of SBAC scores with teachers from prior year (if there is any) and give a synopsis of where they are also having internal benchmarks with MAP system. 3. **Met/In Progress:** Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. 4. **Met/In Progress:** Charter School will synthesize CAASPP and MAP student

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3. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

4. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

Priority 4:

1. Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.

2. Charter School will offer courses that meet UC/CSU admission requirements.

3. Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.

4. Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.

5. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

6. Charter School 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.

achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

Priority 4:

1. **N/A-Not Met:** Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.

2. **Met:** Charter School will offer courses that meet UC/CSU admission requirements.

3. **Met/In Progress:** Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.

4. **Met/In Progress:** Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. Completed master plan

5. **Met/In Progress:** Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

6. **Met:** Charter School 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 (Saturday classes).

Priority 1:
- Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%
- Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%
- Percentage of items on facility inspection checklists in compliance/good standing: 90%

Priority 2:
- Percentage of state standards implementation for all students, including English learners: 100%

Priority 4:
- For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017
- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring.

- Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 90%
- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year
- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year
- Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 50%

Priority 1: Met
- Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
- Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
- Percentage of items on facility inspection checklists in compliance/good standing: 90%

Priority 2: Met
- Percentage of state standards implementation for all students, including English learners: 100%

Priority 4: In Progress-Not Met
- The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

Math

	Fall 2016	2017 (projected)
Schoolwide	22%	27%
English Learners	N/A	5%
Socioecon. Disadv.	20%	25%
Students w/ Disabilities	7%	12%

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- Percentage of students in grades 9-11 who will participate in the PSAT test: 80%
- Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 40%
- Percentage of students in grade 11 who will participate in the EAP assessment: 80%
- Percentage of students who demonstrate college preparedness out of all students who participate in the EAP assessment: 40%

African American	17%	23%
Hispanic or Latino	25%	30%
White	N/A	5%

ELA/Literacy

	2016	2017 (Projected)
Schoolwide	43%	48%
English Learners	N/A	5%
Socioecon. Disadv.	40%	45%
Students w/ Disabilities	11%	16%
African American	36%	41%
Hispanic or Latino	47%	52%
White	N/A%	5%

- Percentage of graduating seniors who successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2015-16 is 100%. We project a rate of 100% in 2016-17, too.

  2015-16: 100%   2016-17: 100% (projected)

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.

  2015-16: 60%   2016-17: 65%

- Percentage of ELs reclassified to Fluent English Proficient (RFEP):

  2015-16: 15%   Current: 20%   By the end of 2016-17: 22% (projected)

- Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 40%. We project a rate of 47% in 2016-17.

  2015-16: 40%   Current: 42%   By the end of 2016-17: 47% (projected)

- Percentage of students in grades 9-11 who have participated in the PSAT test: 90%

- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: 42%

- Please note that the state has developed new indicators for college/career readiness, including SBAC, dual enrollment, AP, and CTE criteria. The Charter School will replace the language of the EAP outcome with "Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments."

  Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments:

  2015-16: 60%   2016-17: 65% (projected)

Priority 8: In progress-Not Met

- Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives:

  2015-16: 80%   Current: 75%   By the end of 2016-17: 82% (projected)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   1

	PLANNED	ACTUAL
Actions/Services	**Priority 1:** Charter School will conduct credential review	**Priority 1: Met** All teacher credentials have been reviewed. We have

	as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	supported five of our teachers for their credentialing needs and masters. We are compliant with its teacher assignments.
Expenditures	BUDGETED $80,000	ESTIMATED ACTUAL $80,000.00

Action   2

Actions/Services	PLANNED **Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	ACTUAL **Priority 1: Met** We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.
Expenditures	BUDGETED $135,000	ESTIMATED ACTUAL $135,000

Action   3

Actions/Services	PLANNED **Priority 1:** Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	ACTUAL **Priority 1: Met** We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.
Expenditures	BUDGETED $253,000	ESTIMATED ACTUAL $254,867

Action   4

Actions/Services	PLANNED **Priority 2:** Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	ACTUAL **Priority 2: Met** Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)
Expenditures	BUDGETED $28,000.00	ESTIMATED ACTUAL $28,000.00

Action   5

Actions/Services	PLANNED **Priorities 2, 4, & 7:**	ACTUAL Pri **Draft** 7:

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	Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.
Expenditures	BUDGETED $15,000.00	ESTIMATED ACTUAL $15,000.00

Action 6

	PLANNED	ACTUAL
Actions/Services	**Priorities 2, 4, & 7:** Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	**Priorities 2, 4, & 7:** Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.
Expenditures	BUDGETED $17,000.00	ESTIMATED ACTUAL $17,000.00

Action 7

	PLANNED	ACTUAL
Actions/Services	**Priorities 2, 4, & 8:** During the day, Charter School will provide additional supports and interventions to all students, including ELs.	**Priorities 2, 4, & 8:** During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.
Expenditures	BUDGETED $72,000.00	ESTIMATED ACTUAL $72,000.00

Action 8

	PLANNED	ACTUAL
Actions/Services	**Priorities 2, 4, & 8:** Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	**Priorities 2, 4, & 8:** We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
Expenditures	BUDGETED $35,000.00	ESTIMATED ACTUAL $35,000.00

Action 9

	PLANNED	ACTUAL
Actions/Services	**Priorities 2, 4, & 8:** Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and	**Priorities 2, 4, & 8: Met** Wo... Home Office, our Dean of Academics and ...ators synthesize CAASPP and MAP student achievement and growth data, as well as course

Draft

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	internal assessment scores, into reports and regularly review progress towards targets.	grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.
Expenditures	BUDGETED 240,000	ESTIMATED ACTUAL 240,000

Action   10

Actions/Services	PLANNED **Priority 4:** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	ACTUAL **Priority 4: Met** Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.
Expenditures	BUDGETED $60,000	ESTIMATED ACTUAL $60,000

Action   11

Actions/Services	PLANNED **Priority 4:** Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	ACTUAL **Priority 4: Not Met-we minimized our classes in order to have teachers focus and potentially increase passage rates.** Based on student needs and interests, we have offered the following AP courses this year: AP Spanish, AP Statistics, AP US History, AP Psychology, AP Computer Science
Expenditures	BUDGETED $65,000	ESTIMATED ACTUAL $40,000

Action   12

Actions/Services	PLANNED **Priority 4:** Charter School 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.	ACTUAL **Priority 4: Met** We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.
Expenditures	BUDGETED $50,000	ESTIMATED ACTUAL $50,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Draft

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness. We provided a host of opportunity and planning of professional development for teachers to enhance their skills to help the students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. We are projecting a higher growth for EL Reclassification, last year we reclassified 51% and next year we hope to do 50% or higher; offering EL strategies for all students and professional development on how to teach EL learners and all sub-groups will help us attain that. Our ELA/Math scores have improved. English we had 20% increase and Math we increased by 9%. 90% of our students in (9th-11th grade) took the PSAT exam. We have a 70% college acceptance rate and over 90% graduation rate. We maintained our suspension rate which is less than 1%. 29% of our students are passing AP exams, so will put forth additional professional development and resources towards increasing the goal. We utilize our internal benchmarks, MAP data and Illuminate to check progress and redirect instruction or planning.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We plan to hire a dean of academics to focus on RTI and Intervention and college counselor to focus on increasing our AP passage, College Acceptance and High School Graduation rates.

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 7: ▪ Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100% ▪ Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100% ▪ Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5% ▪ Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100% **Priority 8:** ▪ Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	**Priority 7: Met** ▪ Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100% ▪ Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100% ▪ Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: 5% ▪ Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100% **Priority 8: In progress/Not Met** ▪ Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action		1
Actions/Services	**PLANNED** **Priority 7:** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on	**ACTUAL** **Priority 7:** We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: Robotics, Chess, Band, Drama, Graphic Design, Coding, Science Explorers, Spanish, Life Skills, Engineering, Computer

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	student need and interest.	Programing, Journalism.

Expenditures	**BUDGETED** $3,364,672.00	**ESTIMATED ACTUAL** $3,364,672.00

Action 2

Actions/Services	**PLANNED** **Priority 7:** Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**ACTUAL** **Priority 7:** We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.
Expenditures	**BUDGETED** $20,000.00	**ESTIMATED ACTUAL** $20,000.00

Action 3

Actions/Services	**PLANNED** **Priority 7:** Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	**ACTUAL** **Priority 7:** We offer both "Advanced Math" class and club to students in grades 6-8.
Expenditures	**BUDGETED** $2,000	**ESTIMATED ACTUAL** $2,000

Action 4

Actions/Services	**PLANNED** **Priority 7:** Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	**ACTUAL** **Priority 7:** We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.
Expenditures	**BUDGETED** $126,000.00	**ESTIMATED ACTUAL** $126,000

Action 5

Actions/Services	**PLANNED** **Priorities 7 & 8:** Charter School will provide opportunities for students during the day and after school to	**ACTUAL** **Priorities 7 & 8:** We have provided opportunities for students during the day and after school to create or demonstrate a STEAM

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create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures	BUDGETED $5,000.00	ESTIMATED ACTUAL $5,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. 12 of our 15 classrooms have chrome books to help support our educational software programs like MyOn and Study Sync; all core math, English and science classrooms have access to chrome books daily. At least 5% of our students are taking an advanced/AP math course; students competed in Math Counts competition and our STEAM Expo. 100% of our graduates took a computer/technology course and blended learning has become an acceptable program of study to enhance and increase access to additional courses and programs. 90% of our students participated in the STEAM Expo project/experiment/model or demo program.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

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Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Priority 3:

- Number of School Site Council (SSC) meetings per year: 4

- Number of English Learner Advisory Committee (ELAC) meetings per year: 4

- Number of Parent Task Force (PTF) meetings per year: 4

- Number of activities/events for parent involvement per year: 5

- Frequency of SIS record updates: Daily/Weekly

- Number of progress reports or report cards sent to parents per year: 6

- Percentage of students who have been home-visited by the teachers per year: 25%

Priority 5:

- ADA rate: 95%

- Chronic absenteeism rate: 0%

- Middle school dropout rate: 0%

- High school dropout rate: 0%

- Four-year cohort graduation rate: 100%

Priority 6:

- Student suspension rate: 0%

- Student expulsion rate: 0%

- School experience survey participation rates:

  Students: 80%   Families: 50%   Staff: 80%

- School experience survey average approval rates

  Students: 80%   Families: 80%   Staff: 80%

Priority 3:

- Number of SSC meetings held this school year:

  Current: 7   By the end of 2016-17: 7 (planned)

- Number of ELAC meetings held this school year:

  Current: 4   By the end of 2016-17: 4 (planned)

- Number of PTF meetings held this school year:

  Current: 8   By the end of 2016-17: 4 (planned)

- Number of activities/events held for parent involvement this school year:

  Current: 10   By the end of 2016-17: 5 (planned)

- Our teachers update SIS records daily/weekly.

- Number of progress reports or report cards sent to parents this school year:

  Current: 5   By the end of 2016-17: 6 (planned)

- Percentage of students who have been home-visited by the teachers this school year:

  Current: 39%   By the end of 2016-17: 40% (planned)

- ADA rate:

  2015-16: 95%   Current: 95%   By the end of 2016-17: 97% (projected)

- Chronic absenteeism rate:

  2015-16: 5%   Current: 4%   By the end of 2016-17: 5% (projected)

- Middle school dropout rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- High school dropout rate:

  2015-16: 7.9%   Current: 7.9%   By the end of

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2016-17: 0% (projected)

- Four-year cohort graduation rate:

  2015-16: 84.2%   By the end of 2016-17: 90% (projected)

  Priority 6:

- Student suspension rate:

  2015-16: 0.4%   Current: .4%   By the end of 2016-17: .4% (projected)

- Student expulsion rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- School experience survey participation rates:

  Students: 80.3%   Families: 50.5%   Staff: 82.5%

- School experience survey average approval rates

  Students: 57%   Families: 87%   Staff: 64%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   1

Actions/Services	PLANNED **Priority 3:** Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	ACTUAL **Priority 3:** We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.
Expenditures	BUDGETED $5,000.00	ESTIMATED ACTUAL $5,000.00

Action   2

Actions/Services	PLANNED **Priority 3:** Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	ACTUAL **Priority 3:** We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Community Day, Parent workshops during week and on weekends, Honor Roll & Viper Band Concert, Family Potluck Night, Parent College, Open House, STEAM Day, STEAM Gala
Expenditures	BUDGETED $10,000.00	ESTIMATED ACTUAL $10,000.00

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Action   **3**

PLANNED	ACTUAL
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	**Priority 3:** We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.

Actions/Services

BUDGETED	ESTIMATED ACTUAL
$10,000.00	$10,000

Expenditures

Action   **4**

PLANNED	ACTUAL
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement. Also meet with all Juniors and Seniors to discuss college planning with parents.

Actions/Services

BUDGETED	ESTIMATED ACTUAL
$6,000.00	$10,000.00

Expenditures

Action   **5**

PLANNED	ACTUAL
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Actions/Services

BUDGETED	ESTIMATED ACTUAL
$100,000.00	$80,000

Expenditures

Action   **6**

PLANNED	ACTUAL
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Actions/Services

BUDGETED	ESTIMATED ACTUAL
$45,000	$45,000

Expenditures

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Action 7

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

Actions/Services

BUDGETED	ESTIMATED ACTUAL
$15,000.00 (Duplicated expense: See Goal 1, Actions 10 & 12)	$15,000 (Duplicated expense: See Goal 1, Actions 10 & 12)

Expenditures

Action 8

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Actions/Services

BUDGETED	ESTIMATED ACTUAL
70,000	$70,000

Expenditures

Action 9

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Actions/Services

BUDGETED	ESTIMATED ACTUAL
$10,000	$10,000

Expenditures

Action 10

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.

Actions/Services

BUDGETED	ESTIMATED ACTUAL
$5,000	$5,000

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. We have to focus more attention on ADA, we decreased slightly. We have sufficient stakeholder meetings; over 20 per year and we offer a variety of ways for students to stay connected but we have to improve our survey results. Offering electives, the students want, hearing more from parents on their priorities and ensuring teachers are doing home visits effectively and strategically.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We increased the number of students receiving home visits because of absences and developing plans with parents for college.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. IWe will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

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Stakeholder Engagement

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 120 home visits during this school year and sought feedback from the parents for school improvement.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL   _____

Identified Need

Priority 1:
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:
- To ensure implementation of state board adopted academic content and performance standards for all students, including English learners

Priority 4:
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure our students are college/career ready

Priority 8:
- To ensure student proficiency in all courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
Priority 1: Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
Priority 1: Percentage of items on facility inspection checklists in	2016-17 (Actual): 90%	2017-18 (Expected): 90%	Unchanged	Unchanged

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compliance/good standing				
Priority 2: Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
Priority 4: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): All Students: 30.9 points below level 3 English Learners: 70.3 points below level 3 Socioeconomically Disadvantaged: 34.9 points below level 3 Students with Disabilities: 111.5 points below level 3 African American: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.) Hispanic: 56.3 points below level 3 White: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.) 2016-17 (Projected): All Students: 23.0 points below level 3 English Learners: 50.3 points below level 3 Socioeconomically Disadvantaged: 27.9 points below level 3 Students with Disabilities: 91.5 points below level 3 Hispanic: 31.0 points below level 3	2017-18 (Expected): All Students: 16.0 points below level 3 English Learners: 30.0 points below level 3 Socioeconomically Disadvantaged: 20.0 points below level 3 Students with Disabilities: 71.0 points below level 3 Hispanic: 24.0 points below level 3	Decrease 5-20 points	Decrease 5-20 points
Priority 4: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual): All Students: 48.4 points below level 3 English Learners: 86.9 points below level 3 Socioeconomically Disadvantaged: 52.7 points below level 3 Students with Disabilities: 122.1 points	2017-18 (Expected): All Students: 38.0 points below level 3 English Learners: 76.0 points below level 3 Socioeconomically Disadvantaged: 42.7 points below level 3 Students with Disabilities: 92.1 points	Decrease 5-20 points	Decrease 5-20 points

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	below level 3 Hispanic: 56.3 points below level 3 White: 35.9 points above level 3 2016-17 (Projected): All Students: 43.4 points below level 3 English Learners: 81.9 points below level 3 Socioeconomically Disadvantaged: 107.1 points below level 3 Students with Disabilities: 51.3 points below level 3 Hispanic: 30.9 points below level 3	below level 3 Hispanic: 46.3 points below level 3 White: 25.9 points above level 3		
Priority 4: Percentage of students meeting their growth targets on the MAP Reading assessment	2015-16 Fall to Spring (Actual): All Students: 50% English Learners: 50% Socioeconomically Disadvantaged: 50% Students with Disabilities: 50% Hispanic: 50% White: 50% 2016-17 Fall to Spring (Projected): All Students: 52% English Learners: 52% Socioeconomically Disadvantaged: 52% Students with Disabilities: 52% Hispanic: 52% White: 52%	2017-18 Fall to Spring (Expected): All Students: 55% English Learners: 55% Socioeconomically Disadvantaged: 55% Students with Disabilities: 55% Hispanic: 55% White: 55%	5% increase from the 2017-2018 year	5% increase from the 2018-2019 year
Priority 4: Percentage of students meeting their growth targets on the MAP Mathematics assessment	2015-16 Fall to Spring (Actual): All Students: 50% English Learners: 50% Socioeconomically Disadvantaged: 50% Students with Disabilities: 50% Hispanic: 50% White: 50% 2016-17 Fall to Spring (Projected): All Students: 52% English Learners: 52% Socioeconomically	2017-18 Fall to Spring (Expected): All Students: 55% English Learners: 55% Socioeconomically Disadvantaged: 55% Students with Disabilities: 55% Hispanic: 55% White: 55%	5% increase from the 2017-2018 year	5% increase from the 2018-2019 year

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	Disadvantaged: 52% Students with Disabilities: 52% Hispanic: 52% White: 52%			
Priority 4: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2015-16 (Actual): 100% 2016-17 (Projected): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
Priority 4: Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 50%	2017-18 (Expected): 55%	60%	65%
Priority 4: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 33% 2016-17 (Projected): 34%	2017-18 (Expected): 35%	36%	37%
Priority 4: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2015-16 (Actual): 28% 2016-17 Projected: 30%	2017-18 (Expected): 32%	34%	36%
Priority 4: Percentage of students in grades 9-11 who will participate in the PSAT test	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
Priority 4: Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2016-17 (Actual): 40%	2017-18 (Expected): 45%	50%	55%
Priority 4: Percentage of graduating	2015-16 (Actual): 55% 2016-17 (Projected): 60%	2017-18 (Expected): 65%	70%	75%

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seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments				
Priority 8: Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	2015-16 (Actual): 80% 2016-17 (Projected): 82%	2017-18 (Expected): 85%	88%	91%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	**Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	**Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$64,000.00	Amount	$64,000.00	Amount	$64,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863, 5864	Budget Reference	5863, 5864	Budget Reference	5863, 5864

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student

	Group(s)] _____
Location(s)	☒ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$64,000.00	Amount	$64,000.00	Amount	$64,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863, 864	Budget Reference	5863, 864	Budget Reference	5863, 864

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$336,290	Amount	$336,290	Amount	$336,290
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4315, 5500, 5611, 5615, 5617	Budget Reference	4315, 5500, 5611, 5615, 5617	Budget Reference	4315, 5500, 5611, 5615, 5617

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Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$96,550	Amount	$96,550	Amount	$96,550
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4100, 4200, 4300's, 5800's,	Budget Reference	4100, 4200, 4300's, 5800's,	Budget Reference	4100, 4200, 4300's, 5800's,

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	**Priorities 2, 4, & 7:** Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	**Priorities 2, 4, & 7:** Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$96,550	Amount	$96,550	Amount	$96,550
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4100, 4200, 4300's, 5800's,	Budget Reference	4100, 4200, 4300's, 5800's,	Budget Reference	4100, 4200, 4300's, 5800's,

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Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	**Priorities 2, 4, & 7:** Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	**Priorities 2, 4, & 7:** Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$96,550	Amount	$96,550	Amount	$96,550
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4100, 4200, 4300's, 5800's,	Budget Reference	4100, 4200, 4300's, 5800's,	Budget Reference	4100, 4200, 4300's, 5800's,

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	**Priorities 2, 4, & 8:** During the day, Charter School will provide additional supports and interventions to all students, including ELs.	**Priorities 2, 4, & 8:** During the day, Charter School will provide additional supports and interventions to all students, including ELs.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$112,000	Amount	$112,000	Amount	$112,000
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	5800, title 1 funds,	Budget Reference	5800, title 1 funds,	Budget Reference	5800, title 1 funds,

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	**Priorities 2, 4, & 8:** Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	**Priorities 2, 4, & 8:** Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$112,000	Amount	$112,000	Amount	$112,000
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	5800, title 1 funds,	Budget Reference	5800, title 1 funds,	Budget Reference	5800, title 1 funds,

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$112,000	Amount	$112,000	Amount	$112,000
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	5800, title 1 funds,	Budget Reference	5800, title 1 funds,	Budget Reference	5800, title 1 funds,

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	**Priority 4:** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	**Priority 4:** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$60,000	Amount	$60,000	Amount	$60,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1,000	Budget Reference	1,000	Budget Reference	1,000

Action   11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	**Priority 4:** Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	**Priority 4:** Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4100, 5863	Budget Reference	4100, 5863	Budget Reference	4100, 5863

Action   12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School 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.	**Priority 4:** Charter School 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.	**Priority 4:** Charter School 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.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$40,000	Amount	$40,000	Amount	$40,000
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	1,000	Budget Reference	1,000	Budget Reference	1,000

☐ New	☐ Modified	☒ Unchanged

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL _____

Identified Need

Priority 7:
- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:
- To ensure student participation and achievement in innovative courses and programs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
Priority 7: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
Priority 7: Percentage of students enrolled in the Charter	2016-17 (Actual): 3.4%	2017-18 (Expected): 5%	6-8%	8-10%

School's grades 6-8 who will take the "Advanced Math" class or club				
Priority 7: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
Priority 8: Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 80%	2017-18 (Expected): 85%	90%	95%

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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**Priority 7:** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**Priority 7:** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,867,510	Amount	$2,867,510	Amount	$2,867,510
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1,000, 1300, 2400, 2900, 3100"s	Budget Reference	1,000, 1300, 2400, 2900, 3100"s	Budget Reference	1,000, 1300, 2400, 2900, 3100"s

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**Priority 7:** Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**Priority 7:** Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$70,000	Amount	$70,000	Amount	$70,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1,000, 1300, 2400, 2900, 3100"s	Budget Reference	1,000, 1300, 2400, 2900, 3100"s	Budget Reference	1,000, 1300, 2400, 2900, 3100"s

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Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	**Priority 7:** Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	**Priority 7:** Charter School will offer an "Advanced Math" class or club to students in grades 6-8.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1,000	Amount	1,000	Amount	1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4325	Budget Reference	4325	Budget Reference	4325

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	**Priority 7:** Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning	**Priority 7:** Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	120,000	Amount	120,000	Amount	120,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000's, 4320, 4400, 4420, 5887	Budget Reference	1000's, 4320, 4400, 4420, 5887	Budget Reference	1000's, 4320, 4400, 4420, 5887

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 7 & 8: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	**Priorities 7 & 8:** Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	**Priorities 7 & 8:** Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	5,000	Amount	5,000	Amount	5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5819	Budget Reference	5819	Budget Reference	5819

☐ New	☐ Modified	☒ Unchanged

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	**Priority 3:** ▪ To seek parent input in making decisions for the Charter School ▪ To promote parental participation in programs **Priority 5:** ▪ To increase student attendance ▪ To avoid chronic absenteeism ▪ To avoid middle school dropout ▪ To avoid high school dropout ▪ To increase high school graduation rate **Priority 6:** ▪ To avoid student suspension ▪ To avoid student expulsion ▪ To increase the sense of safety and school connectedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Number of SSC meetings per year	Current: 7 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	Unchanged	Unchanged
Priority 3: Number of ELAC meetings per year	Current: 4 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	Unchanged	Unchanged
Priority 3: Number of PTF meetings per year	Current: 8 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	Unchanged	Unchanged
Priority 3: Number of activities/events for parent involvement per year	Current: 10 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 5	Unchanged	Unchanged
Priority 3: Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	Unchanged	Unchanged
Priority 3: Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	Unchanged	Unchanged

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Priority 3: Percentage of students who have been home-visited by the teachers per year	Current: 39% By the end of 2016-17: 39% (Planned)	2017-18 (Expected): 40%	Unchanged	Unchanged
Priority 5: ADA rate	2015-16 (Actual): 95% Current: 97% By the end of 2016-17: 97% (Projected)	2017-18 (Expected): 97%	Unchanged	Unchanged
Priority 5: Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 4%	Unchanged	Unchanged
Priority 5: Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	Unchanged	Unchanged
Priority 5: High school dropout rate	2015-16 (Actual): 7.9% Current: 7.9% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	Unchanged	Unchanged
Priority 5: Four-year cohort graduation rate	2015-16 (Actual): 84.2% By the end of 2016-17: 90% (Projected)	2017-18 (Expected): 100%	Unchanged	Unchanged
Priority 6: Student suspension rate	2015-16 (Actual): 0.4% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	Unchanged	Unchanged
Priority 6: Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	Unchanged	Unchanged
Priority 6: School experience survey participation rates	2016-17 (Actual): Students: 80.3% Families: 50.5% Staff: 82.5%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	Unchanged	Unchanged
Priority 6: School experience survey average approval rates	2016-17 (Actual): Students: 57% Families: 87% Staff: 64%	2017-18 (Expected): Students: 85% Families: 95% Staff: 85%	Unchanged	Unchanged

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	60,000	Amount	60,000	Amount	60,000
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	1,000"s	Budget Reference	1,000"s	Budget Reference	1,000"s

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	**Priority 3:** Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	**Priority 3:** Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Title 1, 5819	Budget Reference	Title 1, 5819	Budget Reference	Title 1, 5819

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Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	**Priority 3:** Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	**Priority 3:** Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4320	Budget Reference	4320	Budget Reference	4320

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	10,000	Amount	10,000	Amount	10,000
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	Title 1	Budget Reference	Title 1	Budget Reference	Title 1

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	15,000	Amount	15,000	Amount	15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5814, 5863, 5864,	Budget Reference	5814, 5863, 5864,	Budget Reference	5814, 5863, 5864,

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5915	Budget Reference	5915	Budget Reference	5915

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	**Priority 5:** Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	**Priority 5:** Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1,000's, 4320	Budget Reference	1,000's, 4320	Budget Reference	1,000's, 4320

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	**Priority 6:** Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	**Priority 6:** Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$70,000	Amount	$70,000	Amount	$70,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1,000's, 5814, 5819	Budget Reference	1,000's, 5814, 5819	Budget Reference	1,000's, 5814, 5819

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	**Priority 6:** Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	**Priority 6:** Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$70,000	Amount	$70,000	Amount	$70,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1,000's, 5814, 5819	Budget Reference	1,000's, 5814, 5819	Budget Reference	1,000's, 5814, 5819

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	**Priority 6:** Charter School will annually administer school experience surveys to students, parents, and staff.	**Priority 6:** Charter School will annually administer school experience surveys to students, parents, and staff.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5819, 5887	Budget Reference	5819, 5887	Budget Reference	5819, 5887

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$1,032,201	Percentage to Increase or Improve Services:	30.61 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School will monitor student behavior and social/emotional progress.

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Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

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Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a)   "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b)   "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c)   "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

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LCAP Year ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy - 4		
Contact Name and Title	Lisa Ross, Principal	Email and Phone	lross@magnoliapublicschools.org 310-473-2464

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy (MSA-4 or Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-4's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-4 currently serves students in grades 6-12. MSA 4 is a commuter school. Our students come from the cities of Fontana to the east, Lomita to the south, Venice to the west and Valencia to the north. We serve a very geographically diverse population.   A high concentration of the families MSA-4 serves face economic challenges. MSA- 4's serves a diverse population as well. We serve 74.11% Hispanic/Latino, 16.75% Black/African American, 1% Asian, 7.11% White, 72.59 % Socioeconomically Disadvantaged, 16.75% Special Education, and 8.63% English Learner population.

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

LCAP HIGHLIGHTS

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

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

☐ Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College

☐ More resources and supports for students who may not be college bound.

☐ Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

☐ Providing counseling and positive behavior intervention support services to our students

☐ Keeping effective teachers and improving teacher observation and evaluation systems.

The Charter School has also worked on its annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. This includes the consistent use of IAB (Instructional Assessment Blocks) and MAP (Measures of Academic Progress) data to inform and drive our instruction. To further support and increase student achievement, MSA 4 has employed the following:

CHATS Framework
SSPT (Student Support and Progress Team) Meetings
SDAIE strategies
Differentiation
Power Math / English
Teacher collaboration
Saturday School
After-school tutoring
Online platforms - Prodigy, Prep Factory, Method Test Prep
College Readiness
Home Visits
Site Visits
PD/Symposiums
Child Find
SAT Prep

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Our high school students are encouraged to dual enrollment at community colleges (SMC, West LA, LA City College, etc.). Currently 12 seniors and an 11th grader are taking college classes. A rising ninth grade student, three rising 11th grade students have enrolled to take college classes during the summer of 2017. MSA 4's students have enrolled in some of the following courses: English 1, Psychology, Communication Studies, Art History, Media, etc.

MSA-4 has made significant improvement in college acceptances. The class of 2016 had a college acceptance rate of 85% while the class of 2017's acceptance rate is 100%. The 4-year university acceptance rate was 35% in 2016. The rate increased to 67% for the class of 2017.

MSA 4's class of 2017 has earned approximately $400,000 in scholarship money and has been granted acceptance to 25 colleges/universities.

MSA 4's graduation rate is on target to be 100% this year.

MSA 4's suspension rate is on target to be 0% for this year. This is directly related to our restorative justice approach to student behavior. The goal is to teach our students to be reflective and provide them with alternative options and tools to see things from multiple perspectives. There is also a focus on relationship building which teaches the student how to function in a social setting.

MSA 4 is very proud of our most recent survey data. Our overall satisfaction rates have increased from

43% to 74% with our students, 57% to 100% with our families and from 67% to 100%.

Each area addressed above was an area of concern based upon last year's survey data, WASC area of need and specific stakeholder input.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

While there have been gains in the area of math, this is an area that needs attention. MSA 4's overall proficiency rate is 15%, which leaves 85% below.

MSA 4 will continue using the IAB data to track students' progress and shift instruction to meet the needs of the students'.

MSA 4 will continue after-school tutoring, Power Math and Saturday School as a means by which to support student achievement.

MSA 4 will continue to seek out PD in the area of differentiation and targeted small group intervention.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

MSA 4 realizes that there is a need to reduce the number of students who are not performing at or above standard in ELA and math, as such, our targeted goal is to reduce the percentage of students who are not attaining proficiency over the next 3 years by 10%.

In an effort to support our students, they are assigned Power English, Power Math, after-school tutoring and Saturday School. The expectation is that students who struggle in the area of ELA get small group instruction to "plug holes" in their learning by way of targeted instruction. Students are monitored for progress and transitioned out once they have made adequate gains. In addition, the assessment system guides differentiation in the mainstream classroom.

SWOT (strength, weakness, opportunities and threats) analysis is a practice that has been adopted by Magnolia as a whole. Teachers look at our data and determine what might be preventing students' achievement and what might encourage student achievement that is going untapped. This causes us to look at the entire situation and make changes accordingly.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

◻ Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings

◻ EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.

◻ Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.

◻ Charter School will provide academic supports and remediation, counseling, and social/emotional support to our students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$1,853,216.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 958,406.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

$2, 202,177.00	Total Projected LCFF Revenues for LCAP Year

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Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 1:	**Priority 1:**
▪ Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	▪ Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
▪ Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	▪ Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
▪ Percentage of items on facility inspection checklists in compliance/good standing: 90%	▪ Percentage of items on facility inspection checklists in compliance/good standing: 90%
Priority 2:	**Priority 2:**
▪ Percentage of state standards implementation for all students, including English learners: 100%	▪ Percentage of state standards implementation for all students, including English learners: 100%
Priority 4:	▪ The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.
▪ For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017	

	Reading/ELA		Math	
	Fall 2016	Spring 2017 (projected)	Fall 2016	Spring 2017 (projected)
Schoolwide	38%	39%	15%	16%

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Socioecon. Disadv.	35%	36%	13%	14%
Hispanic or Latino	37%	38%	12%	13%

- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring

- Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 90%

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year

- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year

- Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 30%

- Percentage of students in grades 9-11 who will participate in the PSAT test: 80%

- Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 40%

- Percentage of students in grade 11 who will participate in the EAP assessment: 80%

- Percentage of students who demonstrate college preparedness out of all students who participate in the EAP assessment: 40%

Priority 8:

- Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%

- Percentage of graduating seniors who successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2015-16 is 100%. We project a rate of 100% in 2016-17.

  2015-16: 100%   2016-17: 100% (projected)

- Percentage of ELs reclassified to Fluent English Proficient (RFEP):

  2015-16: 3%   Current: 11%   By the end of 2016-17: 28% (projected)

- Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 15%. We project a rate of 18% in 2016-17.

- Percentage of students in grades 9-11 who have participated in the PSAT test: 100%

- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: 19%

- Please note that the state has developed new indicators for college/career readiness, including SBAC, dual enrollment, AP, and CTE criteria. The Charter School will replace the language of the EAP outcome with "Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments."

Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments:

2015-16 ELA: 56%
2015-16 Math: 16%

Priority 8:

- Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives:

2015-16ELA: 38%   2015-16 Math: 15%
By the end of 2016-17 ELA: 40%(projected)
By the end of 2016-17 Math: 17%(projected)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with its teacher assignments.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$92,200.00	$93,000.00
1300 – Principal's salary	1300 – Principal's salary

Action 2

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$68,000.00	$70,000.00
$9,000.00	$9,000.00
1300 – Dean's salary and benefits	1300 – Dean's salary and benefits
$92,200.00	$93,000.00
1300 – Principal's salary	1300 – Principal's salary

Action 3

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Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
N/A	N/A

Action 4

Actions/Services

PLANNED	ACTUAL
Priority 2:	**Priority 2:**
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

Expenditures

BUDGETED	ESTIMATED ACTUAL
$13,000.00	$15,000.00
4100 Textbooks and core Curricula Materials	4100 Textbooks and core Curricula Materials

Action 5

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7:	**Priorities 2, 4, & 7:**
Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$69,000.00 salary	$70,000.00 salary
$9,000.00 benefits	$9,000.00 benefits
1300 – Dean's salary and benefits	1300 – Dean's salary and benefits

Action **6**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7:	**Priorities 2, 4, & 7:**
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$150.00	$150.00
4300 Instructional Materials	4300 Instructional Materials

Action **7**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$35,000.00	$35,000.00
1100 Power Teachers' salary	1100 Power Teachers' salary

Action **8**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$24,500.00	$25,000.00
Title I	Title I

Action **9**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$69,000.00 salary	$70,000.00 salary
$9,000.00 benefits	$9,000.00 benefits
1300 – Dean's salary and benefits	1300 – Dean's salary and benefits

Action **10**

Actions/Services

PLANNED	ACTUAL
Priority 4:	**Priority 4:**
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$ 65,000.00	$70,000.00
1300 College Counselor's Salary	1300 College Counselor's Salary

Action **11**

Actions/Services

PLANNED	ACTUAL
Priority 4:	**Priority 4:**
Charter School will provide students with opportunities to take	Based on student needs and interests, we have offered the following AP courses this

	Advanced Placement (AP) courses based on student needs and interests.	year: AP Spanish, AP English, AP World History and AP Stats

Expenditures	**BUDGETED** $40,000.00	**ESTIMATED ACTUAL** $51,200.00 1100 Teachers' Salaries 5800 PD/workshops fees

Action **12**

Actions/Services	**PLANNED** **Priority 4:** Charter School 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.	**ACTUAL** **Priority 4:** We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 10-12.
Expenditures	**BUDGETED** $ 65,000.00 1300 College Counselor's Salary	**ESTIMATED ACTUAL** $70,000.00 1300 College Counselor's Salary $6,000.00 SAT Prep Program - College Block Grant

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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. When comparing MSA 4's 2015 and 2016 school-wide data, the following academic successes are found: ELA • an overall increase in ELA from 36% to 38%. • our Hispanic population demonstrated growth from 29% to 37% • our FRL population grew from 32% to 35% • our 6th grade cohort group grew from 16% to 23% • our 7th grade cohort group grew from 32% to 36% • our 8th grade cohort group grew from 23% to 33% • 11th grade demonstrated 56% proficiency in the area of ELA MATH • increase in Math from 12% to 15% overall • Increase from 10% to 12% for Hispanic students • maintained the proficiency level for FRL of 13% • our 7th grade cohort group went from 24% to 28% • our 8th grade cohort group went from 4% to 8% As a result of the data gained from the aforementioned assessments, students are assigned Power English, Power Math, after-school tutoring and Saturday School. The expectation is that students who struggle in the area of ELA get small group instruction to "plug holes" in their learning by way of targeted instruction. Students are monitored for progress and transitioned out once they have made adequate gains. In addition, the assessment system guides differentiation in the mainstream classroom.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. One change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 7:

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%

- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Priority 8:

- Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

ACTUAL

Priority 7:

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%

- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: 5%

- Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Priority 8:

- Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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Action **1**

Actions/Services	**PLANNED** **Priority 7:** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**ACTUAL** **Priority 7:** We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: AP World history, AP English. AP Spanish, Sports and Entertainment. and drama. Students are also able to engage in dual enrollment to broaden their electives options.
Expenditures	**BUDGETED** $500,000.00 1100 Teachers' Salaries 1300 Admin Salaries	**ESTIMATED ACTUAL** $500,000.00 1100 Teachers' Salaries 1300 Admin Salaries

Action **2**

Actions/Services	**PLANNED** **Priority 7:** Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**ACTUAL** **Priority 7:** We have designed our master schedule to meet the needs of all students. We also provide opportunities for online and encourage participation in dual enrollment.
Expenditures	**BUDGETED** $69,000.00 salary $9,000.00 benefits 1300 – Dean's salary and benefits	**ESTIMATED ACTUAL** $70,000.00 salary $9,000.00 benefits 1300 – Dean's salary and benefits

Action **3**

Actions/Services	**PLANNED** **Priority 7:** Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	**ACTUAL** **Priority 7:** We offer both "Advanced Math" class and club to students in grades 6-8.

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Expenditures	**BUDGETED** $8,000.00 1100 Teacher's Salary	**ESTIMATED ACTUAL** $8,500.00 1100 Teacher's Salary

Action **4**

	PLANNED	ACTUAL
Actions/Services	**Priority 7:** Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	**Priority 7:** We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 220 Chromebooks. Our teachers have participated in PD on Blended Learning.
Expenditures	**BUDGETED** $11,000.00 1100 Teacher's salary	**ESTIMATED ACTUAL** $10,000.00 1100 Teacher's salary $20,000.00 2900 IT professional's salary 12,000.00 4400 Chromebook purchase

Action **5**

	PLANNED	ACTUAL
Actions/Services	**Priorities 7 & 8:** Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	**Priorities 7 & 8:** We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.
Expenditures	**BUDGETED** $1,000.00 5814 – Academic Competitions	**ESTIMATED ACTUAL** $2,200.00 5814 – Academic Competitions

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 offers Mathletes, a project-based group that is geared toward challenging students and offering them an opportunity to explore hands on math. Our students actively participate in project-based learning related to STEAM. Our science and math teachers engage our students in STEAM based projects and have our students participate in the MPS Annual STEAM Expo.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3:

- Number of School Site Council (SSC) meetings per year: 4

- Number of Parent Task Force (PTF) meetings per year: 4

- Number of activities/events for parent involvement per year: 5

- Frequency of SIS record updates: Daily/Weekly
- Number of progress reports or report cards sent to parents per year: 6

- Percentage of students who have been home-visited by the teachers per year: 25%

Priority 5:
- ADA rate: 95%

ACTUAL

Priority 3:

- Number of SSC meetings held this school year: 3

  Current: 3   By the end of 2016-17: 4 (planned)

- Number of PTF meetings held this school year: 8

  Current: 8   By the end of 2016-17: 8 (planned)

- Number of activities/events held for parent involvement this school year: 11

  Current: 11   By the end of 2016-17: 11 (planned)

- Our teachers update SIS records daily/weekly.

- Number of progress reports or report cards sent to parents this school year: 5

  Current: 5   By the end of 2016-17: 6 (planned)

- Percentage of students who have been home-visited by the teachers this school year: 13%

  Current: 13%   By the end of 2016-17: 13% (planned)

- ADA rate: 94.8%

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- Chronic absenteeism rate: less than 1%

- Middle school dropout rate: less than 1%

- High school dropout rate: less than 1%

- Four-year cohort graduation rate: 100%

  Priority 6:
- Student suspension rate: 0%

- Student expulsion rate: 0%

- School experience survey participation rates:

  Students: 80%   Families: 25%   Staff: 90%
- School experience survey average approval rates

  Students: 85%   Families: 85%   Staff: 85%

2015-16: 95%   Current: 94.8%   By the end of 2016-17: 97% (projected)

- Chronic absenteeism rate:

  2015-16: 5%   Current: 9.6%   By the end of 2016-17: 10% (projected)

- Middle school dropout rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- High school dropout rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- Four-year cohort graduation rate:

  2015-16: 90.9%   By the end of 2016-17: 100% (projected)

  Priority 6:

- Student suspension rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- Student expulsion rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- School experience survey participation rates:

  Students: 88.1% Families: 15.20%   Staff: 77.8%

- School experience survey average approval rates

  Students: 65%   Families: 100%   Staff: 100%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.	**Priority 3:** We hold quarterly SSC, and PTF meetings to seek parent input in making decisions for the school.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$500.00	$500.00
Title 1	Title I

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. We have also hosted 7 sessions of Parent College, parent college graduation and a college tour of Loyola Marymount University (LMU).

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2900.00	$2700.00
4720 Other food	4720 Other food

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$15,000.00	$40,000.00
5800 CoolSIS fees	5800 CoolSIS fees

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

involvement.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$4,000.00	$1,500.00
Home-visit stipends -Title I	Home-visit stipends -Title I

Action **5**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$69,000.00 salary	$70,000.00 salary
$9,000.00 benefits	$9,000.00 benefits
1300 – Dean's salary and benefits	1300 – Dean's salary and benefits

Action **6**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	$39,000.00
	2900 – Office Manager's salary

Action **7**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$ 65,000.00	$70,000.00
1300 College Counselor's Salary	1300 College Counselor's Salary

Action **8**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$69,000.00 salary	$70,000.00 salary
1300 – Dean's salary	1300 – Dean's salary

Action **9**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$25,000.00	$8,500.00

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5863 *Teacher PD*	5863 *Teacher PD*

Action **10**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,000.00	$2,000.00
Survey expenses	Survey expenses

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 has been actively moving toward and implementing a restorative justice model around student discipline. This approach has caused and maintained a school climate/culture that lends itself to improved relationships amongst our school community. This is evident in the results of our most survey results. Our families and students report at a rate of 98% that they fell a sense of connectedness. MSA 4 also has an ADA rate that is on par for our set goal of 95% and is on track for a 100% graduation rate.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. In an effort to help with our attendance rate, we will hold quarterly school-wide competitions to spur improved attendance. We continue our restorative justice practices to continue to foster a positive school climate. Per our most recent survey results, we will look into integrating a few changes to our program to include the feedback of our students.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 120 home visits during this school year and sought feedback from the parents for school improvement.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 1:
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:
- To ensure implementation of state board adopted academic content and performance standards for all students, including English learners

Priority 4:
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure our students are college/career ready

Priority 8:
- To ensure student proficiency in all courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%

Priority 1: Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 1: Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 90%	2019-20 (Expected): 90%
Priority 2: Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): All Students: 41.6 points below level 3 Socioeconomically Disadvantaged: 37.5 points below level 3 Hispanic: 37.2 points below level 3 2016-17 (Projected): All Students: 38.6 points below level 3 Socioeconomically Disadvantaged: 35.5 points below level 3 Hispanic: 35.2 points below level 3	2017-18 (Expected): All Students: 36.0 points below level 3 Socioeconomically Disadvantaged: 33.5 points below level 3 Hispanic: 33.2 points below level 3	2018-19 (Expected): All Students: 34.0 points below level 3 Socioeconomically Disadvantaged: 32.0 points below level 3 Hispanic: 31.2 points below level 3	2019-20 (Expected): All Students: 32.0 points below level 3 Socioeconomically Disadvantaged: 30.0 points below level 3 Hispanic: 29.0 points below level 3
Priority 4: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual): All Students: 92.2 points below level 3 English Learners: 112.2 points below level 3 Socioeconomically Disadvantaged: 91.2 points below level 3 Hispanic: 92.9 points below level 3 2016-17 (Projected): All Students: 90.2 points below level 3 English Learners: 110.2 points below level 3 Socioeconomically Disadvantaged: 90.2 points below level 3 Hispanic: 91.0 points below level 3	2017-18 (Expected): All Students: 89.2 points below level 3 English Learners: 109.2 points below level 3 Socioeconomically Disadvantaged: 89.2 points below level 3 Hispanic: 89.2 points below level 3	2018-19 (Expected): All Students: 87.2 points below level 3 English Learners: 107.2 points below level 3 Socioeconomically Disadvantaged: 88.0 points below level 3 Hispanic: 89.2 points below level 3	2019-20 (Expected): All Students: 89.2 points below level 3 English Learners: 105.2 points below level 3 Socioeconomically Disadvantaged: 87.0 points below level 3 Hispanic: 88.2 points below level 3

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Priority 4: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2015-16 (Actual): 100% 2016-17 (Projected): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 90%	2018-19 (Expected): 90%
Priority 4: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 3% 2016-17 (Projected): 28%	2017-18 (Expected): 32%	2018-19 (Expected): 34%	2019-20 (Expected): 36%
Priority 4: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2015-16 (Actual): 15% 2016-17 Projected:30%	2017-18 (Expected): 32%	2018-19 (Expected): 33%	2019-20 (Expected): 34%
Priority 4: Percentage of students in grades 9-11 who will participate in the PSAT test	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2016-17 (Actual): 19%	2017-18 (Expected): 21%	2018-19 (Expected): 23%	2019-20 (Expected): 25%
Priority 4: Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2015-16 (Actual): ELA - 69% Math – 16% 2016-17 (Projected): ELA - 56% Math – 16%	2017-18 (Expected): ELA - 58% Math – 18%	2018-19 (Expected): ELA - 60% Math – 20%	2019-20 (Expected): ELA - 62% Math – 22%

Priority 8: Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	2015-16 (Actual): 80% 2016-17 (Projected): 82%	2017-18 (Expected): 85%	2018-19 (Expected): 88%	2018-19 (Expected): 90%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	**Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	**Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$118,000.00	Amount	$120,000.00	Amount	122,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget	1300 Principal's Salary	Budget	1300 Principal's Salary	Budget	1300 Principal's Salary5863

Reference	5863 Professional Development	Reference	5863 Professional Development	Reference	Professional Development

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$93,000.00	Amount	$95,000.00	Amount	$97,000.00
Source	LCFF	Source	LCF	Source	LCFF
Budget Reference	1300 Principal's Salary	Budget Reference	1300 Principal's Salary	Budget Reference	1300 Principal's Salary

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Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$0.00	Amount	$0.00	Amount	$0.00
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$25,000.00	Amount	$25,000.00	Amount	$25,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863 Professional Development	Budget Reference	5863 Professional Development	Budget Reference	5863 Professional Development

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$$73,000.00	Amount	$75,000.00	Amount	$77,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp. Conc.	Source	LCFF Supp. Conc.
Budget Reference	1300 Dean's salary	Budget Reference	1300 Dean's salary	Budget Reference	1300 Dean's salary

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
Priorities 2, 4, & 7: Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$150.00	Amount	$500.00	Amount	$500.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4320 Instructional Materials	Budget Reference	4320 Instructional Materials	Budget Reference	4320 Instructional Materials

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ English Learners ☒ Foster Youth ☒ Low Income
[Scope of Services](#)	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, Charter School will provide additional supports and interventions to all students, including ELs	During the day, Charter School will provide additional supports and interventions to all students, including ELs

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$36,000.00	Amount	$38,000.00	Amount	$40,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	1100 Power Teachers' salary	Budget Reference	1100 Power Teacher's salary	Budget Reference	1100 Power Teacher's Salary

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	**Priorities 2, 4, & 8:** Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	**Priorities 2, 4, & 8:** Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$25,000.00	Amount	$27, 000.00	Amount	$29, 000.00
Source	Title I	Source	Title I	Source	Title I
Budget Reference	3010 Title I	Budget Reference	3010 Title I	Budget Reference	3010 Title I

Action　　**9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$73,000.00	Amount	$75,000.00	Amount	$77,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300 Dean's salary	Budget Reference	1300 Dean's salary	Budget Reference	1300 Dean's salary

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)]_____ |

| Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |

| Scope of Services | ☐ LEA-wide | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$73,000.00	Amount	$75,000.00	Amount	$77,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300 College Counselor's salary	Budget Reference	1300 College Counselor's salary	Budget Reference	1300 College Counselor's Salary

Action   **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$54, 000.00	Amount	$56, 500.00	Amount	$55, 000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher's salaries 5863 PD/Workshop	Budget Reference	1100 Teacher's salaries 5863 PD/Workshop	Budget Reference	1100 Teacher's salaries 5863 PD/Workshop

Action   **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School 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.	Charter School 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.	Charter School 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.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$73,000.00	Amount	$75,000.00	Amount	77, 000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp/Conc.	Source	LCFF Supp/Conc.
Budget Reference	1300 Teacher's salary	Budget Reference	1300 Teacher's salary	Budget Reference	1300 Teacher's salary

☐ New	☐ Modified	☒ Unchanged

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 7:
- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:
- To ensure student participation and achievement in innovative courses and programs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

Priority 7: Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club	2016-17 (Actual): 3%	2017-18 (Expected): 4%	2019-20 (Expected): 5%	2019-20 (Expected): 7%
Priority 7: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 8: Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 80%	2017-18 (Expected): 85%	2018-19 (Expected): 90%	2019-20 (Expected): 95%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**Priority 7:** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**Priority 7:** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $520,000.00	Amount $530,000.00	Amount $540,000.00

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Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher's salary	Budget Reference	1100 Teacher's salary	Budget Reference	1100 Teacher's salary

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**Priority 7:** Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**Priority 7:** Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$73,000.00	Amount	$75,000.00	Amount	$77,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget	1300 Dean's salary	Budget	1300 Dean's salary	Budget	1300 Dean's salary

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Reference

Reference

Reference

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$8,500.00	Amount	$9,500.00	Amount	10, 000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher's salary	Budget Reference	1100 Teacher's salary	Budget Reference	1100 Teacher's salary

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$11,000.00	Amount	$11,500.00	Amount	12,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher's salary	Budget Reference	1100 Teacher's salary	Budget Reference	1100 Teacher's salary

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 7 & 8: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,200.00	Amount	$3,000.00	Amount	$4,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5814 Academic Competitions	Budget Reference	5814 Academic Competition	Budget Reference	5814 Academic Competition

☐ New	☐ Modified	☒ Unchanged

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 3:
- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of ELAC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of PTF meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3:	Current: 4	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

Number of activities/events for parent involvement per year	By the end of 2016-17: 5 (Planned)	5	4	4
Priority 3: Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
Priority 3: Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
Priority 3: Percentage of students who have been home-visited by the teachers per year	Current: 23% By the end of 2016-17: 15% (Planned)	2017-18 (Expected): 20%	2018-19 (Expected): 20%	2019-20 (Expected): 20%
Priority 5: ADA rate	2015-16 (Actual): 95% Current: 97% By the end of 2016-17: 95% (Projected)	2017-18 (Expected): 96%	2018-19 (Expected): 97%	2019-20 (Expected): 97%
Priority 5: Chronic absenteeism rate	2015-16 (Actual): 5% Current: 9.6% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 3%	2018-19 (Expected): 2%	2019-2020 (Expected): 2%
Priority 5: Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2017-18 (Expected): 0%	2019-20 (Expected): 0%
Priority 5: High school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 5: Four-year cohort graduation rate	2015-16 (Actual): 98% By the end of 2016-17: 100% (Projected)	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 6: Student suspension rate	2015-16 (Actual): 0.4% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 6: Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0%	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%

	(Projected)			
Priority 6: School experience survey participation rates	2016-17 (Actual): Students: 67.7% Families: 31.1% Staff: 75%	2017-18 (Expected): Students: 70% Families: 50% Staff: 80%	2018-19 (Expected): Students: 75% Families: 55% Staff: 85%	N/A 2018-19 (Expected): Students: 80% Families: 60% Staff: 88%
Priority 6: School experience survey average approval rates	2016-17 (Actual): Students: 74% Families: 100% Staff: 100%	2017-18 (Expected): Students: 79% Families: 100% Staff: 100%	2018-19 (Expected): Students: 81% Families: 100% Staff: 100%	2018-19 (Expected): Students: 83% Families: 100% Staff: 100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$500.00	Amount	$500.00	Amount	$500.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc	Source	LCFF Supp./Conc
Budget Reference	3010 Title I	Budget Reference	3010 Title I	Budget Reference	3010 Title I

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3000.00	Amount	$3500.00	Amount	$3500.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4720 other food	Budget Reference	4720 other food	Budget Reference	4720 other food

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$40,000.00	Amount	$40,000.00	Amount	$40,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800 CoolSIS	Budget Reference	5800 CoolSIS	Budget Reference	5800 Coolsis

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$2000.00	Amount	$2000.00	Amount	$2000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	3010 Title I	Budget Reference	3010 Title I	Budget Reference	3010 Title I

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$73,000.00	Amount	$75. 000.00	Amount	$77, 000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300 Dean's salary	Budget Reference	1300 Dean's salary	Budget Reference	1300 Dean's Salary

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Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$39,000.00	Amount	$40,000.00	Amount	$42,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2900 Classified staff	Budget Reference	2900 Classified	Budget Reference	2900 Classified staff

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	**Priority 5:** Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	**Priority 5:** Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$73,000.00	Amount	$75,000.00	Amount	$77,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300 College Counselor's salary	Budget Reference	1300 College Counselor's salary	Budget Reference	1300 College Counselor's salary

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$73,000.00	Amount	$75,000.00	Amount	$77,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300 Dean's salary	Budget Reference	1300 Dean's salary	Budget Reference	1300 Dean's salary

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	**Priority 6:** Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations	**Priority 6:** Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$25,000.00	Amount	$26,000.00	Amount	$27,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863 Teacher PD	Budget Reference	5863 Teacher PD	Budget Reference	5863 Teacher PD

Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	Charter School will annually administer school experience surveys to students, parents, and staff.	Charter School will annually administer school experience surveys to students, parents, and staff.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$2,000.00	Amount	$2,300.00	Amount	$2500.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Survey expense	Budget Reference	Survey expense	Budget Reference	Survey expense

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 366,012.00	Percentage to Increase or Improve Services:	24.61 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

☐ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

☐ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

☐ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

☐ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

☐ Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

☐ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

☐ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as an important feature of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

☐ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high-expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and will monitor student behavior and social/emotional progress.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

Page **1** of **13**

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

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Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

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Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

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State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
       a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
       b. Mathematics – CCSS for Mathematics
       c. English Language Development (ELD)
       d. Career Technical Education
       e. Health Education Content Standards
       f. History-Social Science
       g. Model School Library Standards
       h. Physical Education Model Content Standards
       i. Next Generation Science Standards
       j. Visual and Performing Arts
       k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates.

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

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LCAP Year ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy-5		
Contact Name and Title	Brad Plonka, Principal	Email and Phone	bplonka@magnoliapublicschools.org (818) 609-0507

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy-5 (MSA-5), is a classroom-based charter school serving grades 6–9 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008 and in the city of Hollywood, MSA-5 moved to Reseda for the 2014-15 school year. MSA-5 has continued to grow each year from 106 students in 2014-15 to currently 189 for this 2016-17 school. Also, MSA-5 has will add a grade level each year till to 2020 where they will have their first graduating class and be a 6-12 SPAN school. MSA-5's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-5 currently has 189 students in grades 6-9 and will be adding 10ᵗʰ grade for the 2017-18 school year. The majority of MSA-5's enrollment is from Reseda, CA and neighboring communities. The neighborhoods that MSA-5 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-5 serves face economic challenges. MSA-5's diverse enrollment includes 84% Hispanic/Latino, 7% White, 86% Socioeconomically Disadvantaged, 21% Special Education, and 21% English Learners.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP HIGHLIGHTS

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

MSA-5's LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

☐ Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College

☐ The need to continue our improvements in designated/integrated English Learner services

☐ Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

☐ Providing counseling and positive behavior intervention support services to our students

☐ Keeping effective teachers and improving teacher observation and evaluation systems *(Note: DELETE this note after you read it: Check the list in section titled Stakeholder Engagement and Impact on LCAP and annual update. You can copy the most important items from there.)*

MSA-5 has also worked on its annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

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REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

> Overall growth in ELA, Increased significantly 29.9 to -25.5 below level 3. ELs increased 10.1 and 67.8 below. Socio disadvantaged increased 28 and 28.9 below. Latinos increased 22.4 and 36.9 below
>
> Overall growth in Math, increased 13.7 and 91.1 below, socio disadvantaged increased 13.1 and 94.2 below, SPED, Latino and ELs all maintained.
>
> Suspension rate is at 0% over the past two years implementing alternatives to suspension
>
> Survey results show a 10% increase in average approval from parents. Overall satisfaction increased with families and students 16%, Family 1%

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

> In both Math and ELA our Special Education population was very low at 191.7 points below level 3 in Math and very low at 126.9 points below level 3 in ELA. Also we were very low with our ELs and Latino students as well in Math. Special Education students need more attention and more PD for teaching students with disabilities are needed. More math tutoring provided through Title I funds, Saturday school, Power Math and after school tutoring for all struggling sub groups.
>
> Also, based upon our student survey results, topic 5 (growth mindset) and topic 6 (self-efficacy) has shown the lowest percent's favorable by students. Continue Parent College and continue to have staff connect with their students and help students set goals beyond high school.
>
> Attendance is an another alarming area as MSA-5 is struggling to achieve their 95% ADA goal and has currently 16% chronic absenteeism rate.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

> Though the majority of our student groups showed growth in Math and in ELA, still the majority were categorized low or very low.
>
> MSA-5 is planning to continue to provide students a variety of supports such as after school tutoring, Saturday School, Power classes, and 1 on 1 tutoring with staff and/or another company that will tutor at home or at school. Also, MSA-5 will continue to provide staff with PD on differentiated instruction, Response to Intervention (RTI), and working with diverse learners.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

MSA-5 will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings (i.e. workshops).

EL students will receive in-class instructional support, which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.

MSA-5 will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.

MSA-5 will provide academic supports and remediation, counseling, and social/emotional support to our students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,311,381.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,761,235.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

$1,915,595.00	Total Projected LCFF Revenues for LCAP Year

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Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 1:	**Priority 1:**
▪ Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	▪ Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
▪ Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	▪ Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
▪ Percentage of items on facility inspection checklists in compliance/good standing: 90%	▪ Percentage of items on facility inspection checklists in compliance/good standing: N/A
Priority 2:	**Priority 2:**
▪ Percentage of state standards implementation for all students, including English learners: 100%	▪ Percentage of state standards implementation for all students, including English learners: 100%
Priority 4:	**Priority 4:**
▪ For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017	▪ The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.

	ELA/Literacy		Mathematics	
	2016	2017 (Projected)	2016	2017 (Projected)

Schoolwide	41%	45%	15%	18%
English Learners	9%	12%	6%	9%
Socioecon. Disadv.	40%	43%	14%	17%
Students w/ Disabilities	3%	6%	0%	3%
Hispanic or Latino	37%	40%	10%	13%
White	54%	57%	20%	23%

- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring

- The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

	Reading/ELA		Math	
	Fall 2016	Spring 2017 (projected)	Fall 2016	Spring 2017 (projected)
Schoolwide	67%	40%	64%	35%
English Learners	32%	35%	37%	20%
Socioecon. Disadv.	69%	40%	62%	33%
Students w/ Disabilities	22%	15%	29%	20%
African American	N/A	N/A	N/A	N/A
Hispanic or Latino	68%	38%	62%	30%
White	N/A	N/A	N/A	N/A

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 3% increase from the prior year

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 3% increase from the prior year.

  2015-16: 30%   2016-17: 35%

- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 3% increase from the prior year

- Percentage of ELs reclassified to Fluent English Proficient (RFEP):

  2015-16: 18%   Current: 20%   By the end of 2016-17: 28% (projected)

- Percentage of students in grades 9-11 who will participate in the PSAT test: N/A

- Percentage of students in grades 9-11 who have participated in the PSAT test: 100%

- Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 15%

- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: 20%

Priority 8:

Priority 8:

- Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 70%

- Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives:

  2015-16: 70%   Current: 70%   By the end of 2016-17: 70% (projected)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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Action 1

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
MSA-5 will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. MSA-5 will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported two of our teachers for their credentialing needs. We are compliant with its teacher assignments.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$6000.00	$4129.00

Action 2

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
MSA-5 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$164,900.00	$109,000.00

Action 3

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
MSA-5 will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures

BUDGETED	ESTIMATED ACTUAL

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 2:	**Priority 2:**
MSA-5 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2200.00	$2200.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7:	**Priorities 2, 4, & 7:**
MSA-5 will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00	$10,000.00

Action **6**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7:	**Priorities 2, 4, & 7:**
MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. MSA-5 will ensure that teachers participate in professional development on ELD.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$1,200	

Action **7**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$20,000.00	$20,700.00

Action **8**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00	$10,000.00

Action **9**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
MSA-5 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$68,399.00	$75,000.00

Action **10**

Actions/Services

PLANNED	ACTUAL
Priority 4:	**Priority 4:**
MSA-5 will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures

BUDGETED	ESTIMATED ACTUAL

Action **11**

Actions/Services

PLANNED	ACTUAL
Priority 4:	**Priority 4:**
MSA-5 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.	We offer "Advisory" classes in grades 9 and "College Readiness" classes and programs preparing students for college readiness.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	$132.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; the district does facility inspections periodically (Prop. 39); we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-5's data has continued to trend in the right direction where students and school data met their targets. MSA-5 was able have their reclassification grow from 18% to 28% and ELs progress was able to grow 5%, 2% more than the 3% target. Also, after offering the PSAT for the first time, MSA-5 was able to get 100% participation.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	MSA-5 was able spend $56,000.00 less in instructional materials due to not needing as many resources due to remaining instructional materials from the previous year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 7:

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- Percentage of students who will have sufficient access to all academic and educational programs provided by MSA-5 as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%

- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Priority 8:

- Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

ACTUAL

Priority 7:

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%

- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: 3%

- Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Priority 8:

- Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 85%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
MSA-5 will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. MSA-5 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: Foreign Language, Computer Programming, Physical Education, Life Skills, and Advanced Math

Expenditures

BUDGETED	ESTIMATED ACTUAL
$1,218,813.00	$1,159,590.00

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
MSA-5 will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$68,399.00	$75,000.00

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.	We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	$8594.90 (textbooks & teacher stipend)

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Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will also keep its technology up to date. MSA-5 teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 96 Chromebooks, 10 all-in-one desktops. Our teachers have participated in PD on Blended Learning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$23,000.00	$34,175.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Priorities 7 & 8:	**Priorities 7 & 8:**
MSA-5 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$1,000.00	$1,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online classes; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-5 was able to have more student participation in STEAM projects from 80% to 85%. Also, to have make our advanced math class, a class versus a after school club from 2015-16 to 2016-17. Also, MSA-5 was able to offer more days and period for students to take a computer class as an elective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	MSA-5 needed to spend and additional $11,000.00 for 96 chromebooks for classrooms, charging stations, and 10 all-in-one computers for the computer lab so that all students would have access to technology. Also, spent and additional $8600 for advanced math textbooks and a stipend for a teacher to teach an additional class period daily.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3:

- Number of School Site Council (SSC) meetings per year: 4

- Number of English Learner Advisory Committee (ELAC) meetings per year: 4

- Number of Parent Task Force (PTF) meetings per year: 4

- Number of activities/events for parent involvement per year: 5

- Frequency of SIS record updates: Daily/Weekly
- Number of progress reports or report cards sent to parents per year: 6

- Percentage of students who have been home-visited by the teachers per year: 20%

Priority 5:

ACTUAL

Priority 3:

- Number of SSC meetings held this school year: 4

  Current: 4   By the end of 2016-17: 5 (planned)

- Number of ELAC meetings held this school year: 2

  Current: 2   By the end of 2016-17: 4 (planned)

- Number of PTF meetings held this school year: 5

  Current: 5   By the end of 2016-17: 5 (planned)

- Number of activities/events held for parent involvement this school year: 5

  Current: 5   By the end of 2016-17: 5 (planned)

- Our teachers update SIS records daily/weekly.

- Number of progress reports or report cards sent to parents this school year: 5

  Current: 5   By the end of 2016-17: 6 (planned)

- Percentage of students who have been home-visited by the teachers this school year: 35%

  Current: 35%   By the end of 2016-17: 35% (planned)

- ADA rate: 95%

- Chronic absenteeism rate: 10%

- Middle school dropout rate: 1%

- High school dropout rate: 1%

Priority 6:
- Student suspension rate: 5%

- Student expulsion rate: 1%

- School experience survey participation rates:

  Students: 80%   Families: 25%   Staff: 90%
- School experience survey average approval rates

  Students: 70%   Families: 70%   Staff: 70%

- ADA rate:

  2015-16: 95%   Current: 94%   By the end of 2016-17: 95% (projected)
- Chronic absenteeism rate:

  2015-16: 14%   Current: 16%   By the end of 2016-17: 12% (projected)
- Middle school dropout rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)
- High school dropout rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

Priority 6:
- Student suspension rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)
- Student expulsion rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)
- School experience survey participation rates:

  Students: 89.4%   Families: 63.1%   Staff: 100%
- School experience survey average approval rates

  Students: 61%   Families: 94%   Staff: 90%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
MSA-5 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.

Expenditures

BUDGETED	ESTIMATED ACTUAL

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, 8th grade parent meetings, Parent College and parent conferences.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$6,000.00 (Ex: Parent College)	$6,000.00

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00	$9600.00

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2000.00	$4000.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Priority 5: MSA-5 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00 Dean of Culture Stipend	

Action **6**

Actions/Services

PLANNED	ACTUAL
Priority 5: MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Expenditures

BUDGETED	ESTIMATED ACTUAL

Action **7**

Actions/Services

PLANNED	ACTUAL
Priority 5: MSA-5 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	**Priority 5:** We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

Expenditures

BUDGETED	ESTIMATED ACTUAL

Action **8**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

BUDGETED	ESTIMATED ACTUAL

Action **9**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
MSA-5 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00	$12,000.00 Teacher PD

Action **10**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
MSA-5 will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$1500.00	$1500.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-5 has gone two years without a suspension or expulsion. Also, MSA-5's survey results show approval growth from parents from 84% to 94% and student satisfaction up 16% from 58% to 74%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures."
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Hot Chocolate with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and MSA-5 staff makes home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-5 has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

MSA-5 has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. MSA-5's staff has also made 66 home visits during this school year and sought feedback from the parents for school improvement.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

MSA-5's LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes adding Art as an elective and hiring a security guard.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 1:
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:
- To ensure implementation of state board adopted academic content and performance standards for all students, including English learners

Priority 4:
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure our students are college/career ready

Priority 8:
- To ensure student proficiency in all courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%

Priority 1: Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%
Priority 1: Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	90%	90%
Priority 2: Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%
Priority 4: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): All Students: 25.5 points below level 3 English Learners: 67.8 points below level 3 Socioeconomically Disadvantaged: 28.9 points below level 3 Students with Disabilities: 126.9 points below level 3 Hispanic: 36.9 points below level 3 2016-17 (Projected): All Students: 18.5 points below level 3 English Learners: 60.8 points below level 3 Socioeconomically Disadvantaged: 21.9 points below level 3 Students with Disabilities: 106.9 points below level 3 Hispanic: 29.9 points below level 3	2017-18 (Expected): All Students: 11.5 points below level 3 English Learners: 53.8 points below level 3 Socioeconomically Disadvantaged: 14.9 points below level 3 Students with Disabilities: 99.9 points below level 3 Hispanic: 22.9 points below level 3	(Expected): All Students: 6.5 points below level 3 English Learners: 43.8 points below level 3 Socioeconomically Disadvantaged: 9.9 points below level 3 Students with Disabilities: 89.9 points below level 3 Hispanic: 17.9 points below level 3	(Expected): All Students 1.5 points below level 3 English Learners: 38.8 points below level 3 Socioeconomically Disadvantaged: 4.9 points below level 3 Students with Disabilities: 84.9 points below level 3 Hispanic: 12.9 points below level 3
Priority 4: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual): All Students: 91.1 points below level 3 English Learners: 120.4 points below level 3 Socioeconomically Disadvantaged: 94.2 points below level 3 Students with Disabilities: 191.7 points below level 3 Hispanic: 105.3 points below level 3 2016-17 (Projected):	2017-18 (Expected): All Students: 81.1 points below level 3 English Learners: 90.4 points below level 3 Socioeconomically Disadvantaged: 84.2 points below level 3 Students with Disabilities: 161.7 points below level 3 Hispanic: 85.3 points below level 3	2017-18 (Expected): All Students: 71.1 points below level 3 English Learners: 80.4 points below level 3 Socioeconomically Disadvantaged: 74.2 points below level 3 Students with Disabilities: 146.7 points below level 3 Hispanic: 75.3 points below level 3	2017-18 (Expected): All Students: 67.1 points below level 3 English Learners: 76.4 points below level 3 Socioeconomically Disadvantaged: 70.2 points below level 3 Students with Disabilities: 136.7 points below level 3 Hispanic: 71.3 points below level 3

	All Students: 86.1 points below level 3 English Learners: 105.4 points below level 3 Socioeconomically Disadvantaged: 89.2 points below level 3 Students with Disabilities: 176.7 points below level 3 Hispanic: 90.3 points below level 3			
Priority 4: Percentage of students meeting their growth targets on the MAP Reading assessment	2015-16 Fall to Spring (Actual): All Students: 67% English Learners: 32% Socioeconomically Disadvantaged: 69% Students with Disabilities: 22% Hispanic: 68% 2016-17 Fall to Spring (Projected): All Students: 40% English Learners: 35% Socioeconomically Disadvantaged: 40% Students with Disabilities: 15% Hispanic: 38%	2017-18 Fall to Spring (Expected): All Students: 43% English Learners: 38% Socioeconomically Disadvantaged: 43% Students with Disabilities: 18% Hispanic: 41%	2017-18 Fall to Spring (Expected): All Students: 48% English Learners: 42% Socioeconomically Disadvantaged: 48% Students with Disabilities: 22% Hispanic: 45%	2017-18 Fall to Spring (Expected): All Students: 52% English Learners: 46% Socioeconomically Disadvantaged: 52% Students with Disabilities: 26% Hispanic: 50%
Priority 4: Percentage of students meeting their growth targets on the MAP Mathematics assessment	2015-16 Fall to Spring (Actual): All Students: 64% English Learners: 27% Socioeconomically Disadvantaged: 62% Students with Disabilities: 29% Hispanic: 62% 2016-17 Fall to Spring (Projected): All Students: 35% English Learners: 20% Socioeconomically Disadvantaged: 33% Students with Disabilities: 20% Hispanic: 20%	2017-18 Fall to Spring (Expected): All Students: 38% English Learners: 23% Socioeconomically Disadvantaged: 53% Students with Disabilities: 23% Hispanic: 33%	2017-18 Fall to Spring (Expected): All Students: 42% English Learners: 27% Socioeconomically Disadvantaged: 56% Students with Disabilities: 26% Hispanic: 36%	2017-18 Fall to Spring (Expected): All Students: 46% English Learners: 31% Socioeconomically Disadvantaged: 60% Students with Disabilities: 30% Hispanic: 40%
Priority 4: Percentage of EL students making annual progress in	2016-17 (Actual): 30%	2017-18 (Expected): 35%	38%	41%

learning English as measured by the CELDT and/or ELPAC				
Priority 4: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 20% 2016-17 (Projected): 28%	2017-18 (Expected): 20%	20%	20%
Priority 4: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2015-16 (Actual): N/A 2016-17 Projected: N/A	2017-18 (Expected): N/A	N/A	25%
Priority 4: Percentage of students in grades 9-11 who will participate in the PSAT test	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%
Priority 4: Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2016-17 (Actual): N/A	2017-18 (Expected): 20%	20%	20%
Priority 4: Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2015-16 (Actual): N/A 2016-17 (Projected): N/A	2017-18 (Expected): N/A	N/A	50%
Priority 8: Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	2015-16 (Actual): 70% 2016-17 (Projected): 70%	2017-18 (Expected): 75%	78%	80%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s) — ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services — ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s) — ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: MSA-5 will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. MSA-5 will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	Priority 1: MSA-5 will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. MSA-5 will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs	Priority 1: MSA-5 will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. MSA-5 will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$6,000.00	$6,000.00	$6,000.00
Source	LCFF	LCFF	LCFF

Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: MSA-5 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** MSA-5 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** MSA-5 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$100,500.00	Amount	$120,000.00	Amount	$135,000.00
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	4100-4200-4300-4400	Budget Reference	4100-4200-4300-4400	Budget Reference	4100-4200-4300-4400

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: MSA-5 will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** MSA-5 will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** MSA-5 will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 2: MSA-5 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** MSA-5 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** MSA-5 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$2500.00	Amount	$2500.00	Amount	$2500.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4325	Budget Reference	4325	Budget Reference	4325

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Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services   ☐ LEA-wide Group(s)   ☐ Schoolwide   **OR**   ☒ Limited to Unduplicated Student
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: MSA-5 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA-5 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	**Priorities 2, 4, & 7:** MSA-5 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA-5 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	**Priorities 2, 4, & 7:** MSA-5 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA-5 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$5,000.00	Amount	$5,000.00	Amount	$5,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4200 -1100	Budget Reference	4200 -1100	Budget Reference	4200 -1100

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support, which includes one-on-one teacher support and small group instruction. MSA-5 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA-5 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	**Priorities 2, 4, & 7:** MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support, which includes one-on-one teacher support and small group instruction. MSA-5 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA-5 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	**Priorities 2, 4, & 7:** MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support, which includes one-on-one teacher support and small group instruction. MSA-5 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA-5 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

Amount	$3,000.00	Amount	$3,000.00	Amount	$4,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	1100	Budget Reference	1100	Budget Reference	1100

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.	**Priorities 2, 4, & 8:** During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.	**Priorities 2, 4, & 8:** During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$50,000.00	Amount	$50,000.00	Amount	$50,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.

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Budget Reference	Title I Funds - 4320	Budget Reference	Title I Funds - 4320	Budget Reference	Title I Funds - 4320

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	**Priorities 2, 4, & 8:** MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	**Priorities 2, 4, & 8:** MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10,000.00	Amount	$10,000.00	Amount	$10,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	Title Funds	Budget Reference	Title Funds	Budget Reference	Title Funds

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Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide Group(s)	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: MSA-5 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** MSA-5 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** MSA-5 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$85,000.00	Amount	$87,000.00	Amount	$89,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300	Budget Reference	1300	Budget Reference	1300

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Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: MSA-5 will offer individual graduation plans, outlining the classes students will take during their high school years.	Priority 4: MSA-5 will offer individual graduation plans, outlining the classes students will take during their high school years.	Priority 4: MSA-5 will offer individual graduation plans, outlining the classes students will take during their high school years.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount		Amount	$50,000.00	Amount	$50,000.00
Source		Source	LCFF	Source	LCFF
Budget Reference		Budget Reference	1300	Budget Reference	1300

Action   **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: MSA-5 will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	**Priority 4:** MSA-5 will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	**Priority 4:** MSA-5 will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5000.00	Amount	$5000.00	Amount	$5000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4325	Budget Reference	4325	Budget Reference	4325

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Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: MSA-5 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.	Priority 4: MSA-5 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.	Priority 4: MSA-5 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New	☐ Modified	☒ Unchanged

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 7:
- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:
- To ensure student participation and achievement in innovative courses and programs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%
Priority 7: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%

Priority 7: Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club	2016-17 (Actual): 3%	2017-18 (Expected): 5%	8%	10%
Priority 7: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%
Priority 8: Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 85%	2017-18 (Expected): 90%	90%	90%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s) — ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services — ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s) — ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: MSA-5 will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. MSA-5 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**Priority 7:** MSA-5 will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. MSA-5 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**Priority 7:** MSA-5 will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. MSA-5 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $1,399,410.00	Amount $1,500,000.00	Amount $1,600,000.00

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Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100-1300-2400-2900-3000s	Budget Reference	1100-1300-2400-2900-3000s	Budget Reference	1100-1300-2400-2900-3000s

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide Group(s)	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: MSA-5 will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**Priority 7:** MSA-5 will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**Priority 7:** MSA-5 will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$85,000.00	Amount	$87,000.00	Amount	$89,000.00
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	1300	Budget Reference	1300	Budget Reference	1300

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.	**Priority 7:** MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.	**Priority 7:** MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,000.00	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	4100	Budget Reference		Budget Reference	

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Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will also keep its technology up to date. MSA-5 teachers will participate in PD on Blended Learning.	Priority 7: MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will also keep its technology up to date. MSA-5 teachers will participate in PD on Blended Learning	Priority 7: MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will also keep its technology up to date. MSA-5 teachers will participate in PD on Blended Learning

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$31,000.00	Amount	$51,000.00	Amount	$55,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 - 4400	Budget Reference	1100 - 4400	Budget Reference	1100 - 4400

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Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 7 & 8: MSA-5 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 will also provide information and access to quality out-of-school STEAM activities and achievements.	**Priorities 7 & 8:** MSA-5 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 will also provide information and access to quality out-of-school STEAM activities and achievements	**Priorities 7 & 8:** MSA-5 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 will also provide information and access to quality out-of-school STEAM activities and achievements

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1030	Amount	$2500	Amount	$5000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5814	Budget Reference	5814	Budget Reference	5814

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☐ New	☐ Modified	☒ Unchanged

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 3:
- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Number of SSC meetings per year	Current: 4 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 4	4	4
Priority 3: Number of ELAC meetings per year	Current: 2 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	4	4
Priority 3: Number of PTF meetings per year	Current: 5 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 4	4	4
Priority 3:	Current: 5	2017-18 (Expected):	4	4

Number of activities/events for parent involvement per year	By the end of 2016-17: 5 (Planned)	5		
Priority 3: Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	5	5
Priority 3: Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	6	6
Priority 3: Percentage of students who have been home-visited by the teachers per year	Current: 35% By the end of 2016-17: 35% (Planned)	2017-18 (Expected): 25%	25%	25%
Priority 5: ADA rate	2015-16 (Actual): 95% Current: 94% By the end of 2016-17: 95% (Projected)	2017-18 (Expected): 95%	95%	95%
Priority 5: Chronic absenteeism rate	2015-16 (Actual): 14% Current: 16% By the end of 2016-17: 12% (Projected)	2017-18 (Expected): 12%	10%	8%
Priority 5: Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	0%	0%
Priority 5: High school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	0%	0%
Priority 5: Four-year cohort graduation rate	2015-16 (Actual): N/A By the end of 2016-17: N/A (Projected)	2017-18 (Expected): N/A	N/A	95%
Priority 6: Student suspension rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 5%	5%	5%
Priority 6: Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0%	2017-18 (Expected): 1%	1%	1%

	(Projected)			
Priority 6: School experience survey participation rates	2016-17 (Actual): Students: 89.4% Families: 63.1% Staff: 100%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%
Priority 6: School experience survey aveage aroval rates	2016-17 (Actual): Students: 61% Families: 94% Staff: 90%	2017-18 (Expected): Students: 65% Families: 90% Staff: 85%	2017-18 (Expected): Students: 65% Families: 90% Staff: 85%	2017-18 (Expected): Students: 65% Families: 90% Staff: 85%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: MSA-5 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	**Priority 3:** MSA-5 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	**Priority 3:** MSA-5 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount		Amount	
Source	LCFF Supp./Conc.	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	**Priority 3:** MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	**Priority 3:** MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000.00	Amount	$1,000.00	Amount	$1,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Title one	Budget Reference	Title one	Budget Reference	Title one

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Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-5 will communicate further with the parents of students who are performing below grade level.	**Priority 3:** MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-5 will communicate further with the parents of students who are performing below grade level.	**Priority 3:** MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-5 will communicate further with the parents of students who are performing below grade level.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$10,000.00	Amount	$10,000.00	Amount	$10,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5887	Budget Reference	5887	Budget Reference	5887

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Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$6000.00	Amount	$6000.00	Amount	$6000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	Title I	Budget Reference	Title I	Budget Reference	Title I

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: MSA-5 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** MSA-5 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** MSA-5 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10,000.00	Amount	$10,000.00	Amount	$10,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 - 5820	Budget Reference	1100 - 5820	Budget Reference	1100 - 5820

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$795.00	Amount	$1000.00	Amount	$1200.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5900	Budget Reference	5900	Budget Reference	5900

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: MSA-5 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	**Priority 5:** MSA-5 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation	**Priority 5:** MSA-5 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$25,000.00	Amount	$25,000.00	Amount	$25,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4320	Budget Reference	4320	Budget Reference	4320

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	**Priority 6:** MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	**Priority 6:** MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: MSA-5 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	**Priority 6:** MSA-5 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	**Priority 6:** MSA-5 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$10,000.00	Amount	$10,000.00	Amount	$10,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: MSA-5 will annually administer school experience surveys to students, parents, and staff.	**Priority 6:** MSA-5 will annually administer school experience surveys to students, parents, and staff.	**Priority 6:** MSA-5 will annually administer school experience surveys to students, parents, and staff.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2000.00	Amount	$2000.00	Amount	$2000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5887	Budget Reference	5887	Budget Reference	5887

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 394,673   Percentage to Increase or Improve Services: 25.95 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

☐ MSA-5 will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA-5 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

☐ MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA-5 will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support, which includes one-on-one teacher support and small group instruction. MSA-5 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA-5 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

☐ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

☐ During the day, MSA-5 will provide additional supports and interventions to all students, including ELs. MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. MSA-5 strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

☐ MSA-5 will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. MSA-5 will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

☐ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

☐ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA-5 uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

☐ MSA-5 staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. MSA-5 will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA-5 will ensure that staff participates in PD on restorative practices and PBIS. Our admin team and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

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Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

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Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

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Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

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State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
    - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    - b. Mathematics – CCSS for Mathematics
    - c. English Language Development (ELD)
    - d. Career Technical Education
    - e. Health Education Content Standards
    - f. History-Social Science
    - g. Model School Library Standards
    - h. Physical Education Model Content Standards
    - i. Next Generation Science Standards
    - j. Visual and Performing Arts
    - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

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LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy 6		
Contact Name and Title	John Terzi, Principal	Email and Phone	jterzi@magnoliapublicschools.org (310) 842-8555

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy 6 serves students and community by connecting the school environment to their household and develops plans and strategies to promote unity. Students at MSA-6 learn to communicate effectively and become aware of today's current events and opportunities.

By designing daily tasks that require students' attention outside of school, LEA makes learning possible at home as well. The Palms' community enriched with opportunities for family involvements in public entity allows students use the resources to continuously create and learn new information. While students use community's resources to complete their project, the LEA provide necessary tools, strategies, and procedure to serve both the students and community.

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers and the staff make home visits. The home visits serves as a way to inform, educate, and gather input & feedback from all critical stakeholders.

Magnolia Science Academy 6 has an approved charter petition with measurable student outcomes and methods to assess student progress, a student self development (SSD) plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our

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community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

LCAP HIGHLIGHTS

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

The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA, Math, and Science (Next Generation Science Standards) academic content and performance standards for all students, including subgroups, and support teacher professional development
- Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for ELA and Math enrichment, and to provide increased instructional support to all student subgroups, including these student groups
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Some of the greatest progress include:
- Purchasing of common-core aligned instructional materials for English, Math, and History
- Addition of school-level support positions, e.g., instructional coach and teachers' aid to assist with daily instructions.
- Improvements in English Learner services and providing EL students with additional help and extra period class.

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> - Increasing employee salaries and implementing performance pay
> - Investing in effective technology to enhance instruction in the classroom
> - Offering an annual STEAM EXPO and multicultural food festival
> - Other input includes improving school facilities, identification and support of immigrant students and foster youth, starting parent college program, and sustaining after school clubs and Saturday School.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

> Overall Performance in yellow color: Students' performance in areas of English Learners
>
> Parent involvement: Started the parent college program
>
> Mathematic Performance: Addition of power math (pull out period to daily schedule).
>
> Too many numbers of instructional period: Reducing the 8 period to 7 period by increasing the number of minutes for each period.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

> In terms of performance in areas of Math, new program, ALEKS, have been implemented and used in all three grade levels. This program has help students to make progress toward their goal as they learn each mathematic concept in depth. Additionally, students in need of additional help have been placed in a small pull out group to work on mathematical concepts they have not yet mastered yet.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Providing students with an after school program that includes meals as well have increase the participation of our low-income students. Students' participation in after school programs have increased in tutoring and academic clubs.

Communication with parents of low-income students through school wide events and home visits.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$1,789,080
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,552,865

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

$1,600,000.00	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Priority 1: • Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100% • Percentage of students who will have sufficient access to standards-aligned instructional materials: 100% • Percentage of items on facility inspection checklists in compliance/good standing: 90% **Priority 2:** • Percentage of state standards implementation for all students, including English learners: 100% **Priority 4:** • For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017	**Priority 1:** • Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100% • Percentage of students who have sufficient access to standards-aligned instructional materials: 100% **Priority 2:** • Percentage of state standards implementation for all students, including English learners: 100% **Priority 4:** • The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.

	ELA/Literacy		Mathematics	
	2016	2017 (Projected)	2016	2017 (Projected)
Schoolwide	44%	48%	26%	30%

- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year

- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year

Priority 5:

Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%

English Learners	18%	22%	18%	21%
Socioecon. Disadv.	42%	45%	25%	28%
Students w/ Disabilities	11%	15%	14%	16%
African American	37%	41%	23%	26%
Hispanic or Latino	43%	47%	24%	27%
White	64%	68%	64%	68%

- The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

	Reading/ELA		Math	
	Fall 2016	Spring 2017 (projected)	Fall 2016	Spring 2017 (projected)
Schoolwide	42%	45%	20%	23%
English Learners	16%	20%	15%	17%
Socioecon. Disadv.	40%	42%	21%	25%
Students w/ Disabilities	10%	12%	12%	14%
African American	35%	38%	18%	20%
Hispanic or Latino	40%	44%	20%	22%
White	60%	65%	50%	55%

(You are encouraged to include winter test results, interim assessment results, or indicators that may inform about current or projected proficiency rates.)

2015-16: 100%   2016-17: 100% (projected)

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.

2015-16: 60%   2016-17: 65%

- Percentage of ELs reclassified to Fluent English Proficient (RFEP):

2015-16: 42%   Current: 42%   By the end of 2016-17: 44% (projected)

- Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 40%. We project a rate of 50% in 2016-17.

2015-16: N/A   Current: N/A   By the end of 2016-17: N/A

- Percentage of students in grades 9-11 who have participated in the PSAT test: N/A

- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: N/A.

- Please note that the state has developed new indicators for college/career readiness, including SBAC, dual enrollment, AP, and CTE criteria. The Charter School will replace the language of the EAP outcome with "Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments."

2015-16: N/A   2016-17: N/A

Priority 8:

▪ Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives:

2015-16: 80%   Current: 75%   By the end of 2016-17: 82% (projected)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	**PLANNED** **Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	**ACTUAL** **Priority 1:** All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with its teacher assignments.
Expenditures	**BUDGETED** $12,000.00 *(5800-BTSA expenses, EL authorization fee)*	**ESTIMATED ACTUAL** $12,500.00

Action **2**

Actions/Services	**PLANNED** **Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**ACTUAL** **Priority 1:** We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.
Expenditures	**BUDGETED** $49,200.00 (4100-4200-4300-4400 (Books and Supplies, Materials)	**ESTIMATED ACTUAL** $70,000.00

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Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$11,000.00 *(5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits)*	$26,000.00

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 2:	**Priority 2:**
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

Expenditures

BUDGETED	ESTIMATED ACTUAL
$8,000.00 *(MAP testing fees, PD, 5800 Professional Development on CCSS)*	$7,500.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7:	**Priorities 2, 4, & 7:**
Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00 *(ELD core materials, ELD supplemental materials Focused PD on ELD standards)*	$10,000.00

Action **6**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7:	**Priorities 2, 4, & 7:**
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00 *(Ex: 5800 Professional Development on EL strategies)*	$6,000.00

Action **7**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$20,000.00 *Power English and Math teacher salaries (Title I funds)*	$20,000.00

Action **8**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00 *After school and Saturday ELA/math tutoring (Title I funds)*	$2,000.00

Action **9**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** Working with the Home Office, our Dean of Academics will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$75,000.00 (*Dean of Academics salary & benefits*)	$65,000.00

Action **10**

Actions/Services

PLANNED	ACTUAL
Priority 4: Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	**Priority 4:** Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures

BUDGETED	ESTIMATED ACTUAL
N/A	N/A

Action **11**

Actions/Services

PLANNED	ACTUAL
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	**Priority 4:** Based on student needs and interests, we have offered the following AP courses this year:

Expenditures

BUDGETED	ESTIMATED ACTUAL
N/A	N/A

Action **12**

	PLANNED	ACTUAL
Actions/Services	**Priority 4:** Charter School 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.	**Priority 4:** We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.
Expenditures	**BUDGETED** N/A	**ESTIMATED ACTUAL** N/A

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. This year, we were able to reclassify 9 of the 21 students (RFEP) to the status of reclassified. The interim results have shown growth year to year for both the ELA and in Mathematics.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We budgeted $49K for books, supplies and materials but we had to increase it to $70K due to our students' academic needs. We also purchased new Common Core history textbooks for all students. We budgeted $11K for janitorial services, but we had to increase services during the year to provide a better campus for students and staff.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

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Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 7: ▪ Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100% ▪ Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100% ▪ Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5% ▪ Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100% **Priority 8:** ▪ Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	**Priority 7:** ▪ Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100% ▪ Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100% **Priority 8:** ▪ Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 95%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: computer, life skills, and PE.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$577,000.00	$570,000.00

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$75,000.00 (Dean of Academics salary and benefits)	$65,000.00

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures

BUDGETED	ESTIMATED ACTUAL
N/A	N/A

Action **4**

	PLANNED	ACTUAL
Actions/Services	**Priority 7:** Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	**Priority 7:** We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date. Our teachers have participated in PD on Blended Learning.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$50,000.00 *(Computer/Technology teacher salaries & benefits)*	$53,000.00

Action 5

	PLANNED	ACTUAL
Actions/Services	**Priorities 7 & 8:** Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	**Priorities 7 & 8:** We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$2,000.00 *(STEAM Expo expenses, science equipment,)*	$1,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we offer Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Students have a science project that they need to complete every year. Students are also encouraged to participate in the LA County science fair and the STEAM expo yearly event.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We budgeted $50K for computer technology classes, but we had to spend $53K due to purchasing some online programs like ALEKS (Math) and Learning.com (computer).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3:

- Number of School Site Council (SSC) meetings per year: 4

- Number of English Learner Advisory Committee (ELAC) meetings per year: 4

- Number of Parent Task Force (PTF) meetings per year: 9

- Number of activities/events for parent involvement per year: 15

- Frequency of SIS record updates: Daily/Weekly

- Number of progress reports or report cards sent to parents per year: 6

- Percentage of students who have been home-visited by the teachers per year: 25%

Priority 5:

- ADA rate: 95%

ACTUAL

Priority 3:

- Number of SSC meetings held this school year: 3

  Current: 3   By the end of 2016-17: 4 (planned)

- Number of ELAC meetings held this school year: 3

  Current: 3   By the end of 2016-17: 4 (planned)

- Number of PTF meetings held this school year: 9

  Current: 7   By the end of 2016-17: 2(planned)

- Number of activities/events held for parent involvement this school year: 4

  Current: 4   By the end of 2016-17: 5 (planned)

- Our teachers update SIS records daily/weekly.

- Number of progress reports or report cards sent to parents this school year: 5

  Current: 5   By the end of 2016-17: 6 (planned)

- Percentage of students who have been home-visited by the teachers this school year: 23%

  Current: 23%   By the end of 2016-17: 25% (planned)

- ADA rate:

• Middle school dropout rate: 0%	2015-16: 95%　　　Current: 97%　　　By the end of 2016-17: 97% (projected)
	• Chronic absenteeism rate:
	2015-16: 5%　　　Current: 4%　　　By the end of 2016-17: 5% (projected)
	• Middle school dropout rate:
Priority 6:	2015-16: 0%　　　Current: 0%　　　By the end of 2016-17: 0% (projected)
• Student suspension rate: 0%	
	Priority 6:
	• Student suspension rate:
• Student expulsion rate: 0%	2015-16: 0.5%　　　Current: 0%　　　By the end of 2016-17: 0% (projected)
	• Student expulsion rate:
• School experience survey participation rates:	2016-17: 0%　　　Current: 0%　　　By the end of 2016-17: 0% (projected)
Students: 80%　Families: 50%　Staff: 90%	
• School experience survey average approval rates	• School experience survey participation rates:
Students: 70%　Families: 90%　Staff: 80%	Students: 97.7%　Families: 54.7%　Staff: 93.3%
	• School experience survey average approval rates
	Students: 66%　Families: 97%　Staff: 88%

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action　　　**1**

	PLANNED	ACTUAL
Actions/Services	**Priority 3:** Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	**Priority 3:** We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.
Expenditures	**BUDGETED** N/A	**ESTIMATED ACTUAL** N/A

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, Coffee with the principal, parent college, and parent conferences.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00 *(Parent College)*	$5,000.00

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00 *(Cool SIS fees)*	$10,000.00

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$3,000.00 *(Home-visit stipends)*	$1,000.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$52,000.00 *(Life Skills salary & benefits)*	$52,000.00

Action **6**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$40,000.00 *(Attendance clerk salary & benefits)*	$43,000.00

Action **7**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

BUDGETED	ESTIMATED ACTUAL
N/A *(Duplicated expense: See Goal 1, Actions 10 & 12)*	N/A *(Duplicated expense: See Goal 1, Actions 10 & 12)*

Expenditures

Action **8**

Actions/Services

PLANNED	ACTUAL
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	**Priority 6:** We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$67,000.00 (Dean of Students salary & benefits)	$75,000.00

Action **9**

Actions/Services

PLANNED	ACTUAL
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	**Priority 6:** Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$1,000.00 (*Teacher PD on classroom management*)	$1,200.00

Action **10**

Actions/Services

PLANNED	ACTUAL
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	**Priority 6:** We have administered school experience surveys to our students, parents, and staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$3,000.00 (*Survey expenses*)	$1,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. A result from building a connection with our families is: higher ADA rate, less suspensions, and increased parental involvement and support.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 20 home visits during this school year and sought feedback from the parents for school improvement.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

Identified Need	**Priority 1:** ▪ To ensure teachers are appropriately assigned and fully credentialed ▪ To ensure students have sufficient access to standards-aligned instructional materials ▪ To ensure school facilities are maintained in good repair **Priority 2:** ▪ To ensure implementation of state board adopted academic content and performance standards for all students, including English learners **Priority 4:** ▪ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments ▪ To ensure EL students make annual progress in learning English ▪ To ensure our students are college/career ready **Priority 8:** ▪ To ensure student proficiency in all courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

Priority 1: Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 1: Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 90%	2019-20 (Expected): 100%
Priority 2: Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): All Students: 8.9 points below level 3 English Learners: 30.2 points below level 3 Socioeconomically Disadvantaged: 14.7 points below level 3 Students with Disabilities: 62.8 points below level 3 African American: 11.9 points above level 3 Hispanic: 14.1 points below level 3 White: N/A 2016-17 (Projected): All Students: 7.9 points below level 3 English Learners: 29.2 points below level 3 Socioeconomically Disadvantaged: 12.5 points below level 3 Students with Disabilities: 61.5 points below level 3 Hispanic: 12.5 points below level 3	2017-18 (Expected): All Students: 6.0 points below level 3 English Learners: 28.0 points below level 3 Socioeconomically Disadvantaged: 11.0 points below level 3 Students with Disabilities: 58.0 points below level 3 Hispanic: 11.0 points below level 3	2018-19 (Expected): All Students: 5.0 points below level 3 English Learners: 25.0 points below level 3 Socioeconomically Disadvantaged: 9.0 points below level 3 Students with Disabilities: 55.0 points below level 3 Hispanic: 9.0 points below level 3	2019-20 (Expected): All Students: 4.0 points below level 3 English Learners: 22.0 points below level 3 Socioeconomically Disadvantaged: 7.0 points below level 3 Students with Disabilities: 52.0 points below level 3 Hispanic: 7.0 points below level 3
Priority 4: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual): All Students: 56.3 points below level 3 English Learners: 78 points below level 3 Socioeconomically Disadvantaged: 60.3 points below level 3 Students with Disabilities: 86.2 points below level 3	2017-18 (Expected): All Students: 52.0 points below level 3 English Learners: 71.0 points below level 3 Socioeconomically Disadvantaged: 52.7 points below level 3 Students with Disabilities: 83.1 points below level 3	2018-19 (Expected): All Students: 49.0 points below level 3 English Learners: 68.0 points below level 3 Socioeconomically Disadvantaged: 50.0 points below level 3 Students with Disabilities: 80.0 points below level 3	2019-20 (Expected): All Students: 46.0 points below level 3 English Learners: 65.0 points below level 3 Socioeconomically Disadvantaged: 47.0 points below level 3 Students with Disabilities: 77.0 points below level 3

	Hispanic: 62.2 points below level 3 White: N/A 2016-17 (Projected): All Students: 54.2 points below level 3 English Learners: 75 points below level 3 Socioeconomically Disadvantaged: 57.5 points below level 3 Students with Disabilities: 83.6 points below level 3 Hispanic: 60.2 points below level 3	Hispanic: 56.3 points below level 3 White: N/A	Hispanic: 53.3 points below level 3 White: N/A	Hispanic: 50.3 points below level 3 White: N/A
Priority 4: Percentage of students meeting their growth targets on the MAP Reading assessment	2015-16 Fall to Spring (Actual): All Students: 40% English Learners: %14 Socioeconomically Disadvantaged: 37% Students with Disabilities: 10% Hispanic: 42% White: 60 2016-17 Fall to Spring (Projected): All Students: 42% English Learners: 16% Socioeconomically Disadvantaged: 40% Students with Disabilities: 11% Hispanic: 43% White: 62	2017-18 Fall to Spring (Expected): All Students: 45% English Learners: 20% Socioeconomically Disadvantaged: 42% Students with Disabilities: 12% Hispanic: 45% White: 65%	2018-19 Fall to Spring (Expected): All Students: 48% English Learners: 22% Socioeconomically Disadvantaged: 44% Students with Disabilities: 13% Hispanic: 46% White: 66%	2019-20 Fall to Spring (Expected): All Students: 45% English Learners: 20% Socioeconomically Disadvantaged: 42% Students with Disabilities: 14% Hispanic: 48% White: 68%
Priority 4: Percentage of students meeting their growth targets on the MAP Mathematics assessment	2015-16 Fall to Spring (Actual): All Students: 20% English Learners: 15% Socioeconomically Disadvantaged: 21% Students with Disabilities: 12% Hispanic: 20% White: 50% 2016-17 Fall to Spring (Projected): All Students: 23% English Learners: 17% Socioeconomically Disadvantaged: 21%	2017-18 Fall to Spring (Expected): All Students: 23% English Learners: 17% Socioeconomically Disadvantaged: 23% Students with Disabilities: 14% Hispanic: 22% White: 52%	2018-19 Fall to Spring (Expected): All Students: 25% English Learners: 19% Socioeconomically Disadvantaged: 25% Students with Disabilities: 15% Hispanic: 24% White: 54%	2018-19 Fall to Spring (Expected): All Students: 27% English Learners: 20% Socioeconomically Disadvantaged: 27% Students with Disabilities: 16% Hispanic: 26% White: 56%

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	Students with Disabilities: 14% Hispanic: 22% White: 55			
Priority 4: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	N/A	N/A	N/A	N/A
Priority 4: Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 42%	2017-18 (Expected): 46%	2018-19 (Expected): 50%	2019-20 (Expected): 54%
Priority 4: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 42% 2016-17 (Projected): 44%	2017-18 (Expected): 45%	2018-19 (Expected): 46%	2019-20 (Expected): 47%
Priority 4: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	N/A	N/A	N/A	N/A
Priority 4: Percentage of students in grades 9-11 who will participate in the PSAT test	N/A	N/A	N/A	N/A
Priority 4: Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	N/A	N/A	N/A	N/A
Priority 4: Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	N/A	N/A	N/A	N/A

Priority 8: Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	2015-16 (Actual): 80% 2016-17 (Projected): 82%	2017-18 (Expected): 84%	2018-19 (Expected): 86%	2019-20 (Expected): 88%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s) — ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services — ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) — ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$20,000.00	Amount	$20,000.00	Amount	$20,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget	5863	Budget	5863	Budget	5863

Reference		Reference		Reference	

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$72,000.00	Amount	$75,000.00	Amount	$75,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4100, 4200, 4300, 4400	Budget Reference	4100, 4200, 4300, 4400	Budget Reference	4100, 4200, 4300, 4400

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$32,000.00	Amount	$35,000.00	Amount	$35,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5615, 5500, 2900, 3000	Budget Reference	5615, 5500, 2900, 3000	Budget Reference	5615, 5500, 2900, 3000

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000.00	Amount	$20,000.00	Amount	$20,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,000.00	Amount	$5,000.00	Amount	$5,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4100, 4200, 4300, 5863	Budget Reference	4100, 4200, 4300, 5863	Budget Reference	4100, 4200, 4300, 5863

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Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,000.00	Amount	$2,000.00	Amount	$2,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget	5863	Budget	5863	Budget	5863

Reference		Reference		Reference	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$15,000.00	Amount	$15,000.00	Amount	$15,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	3010	Budget Reference	3010	Budget Reference	3010

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Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$15,000.00	Amount	$15,000.00	Amount	$15,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$174,000.00	Amount	$174,000.00	Amount	$174,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300, 3000	Budget Reference	1300, 3000	Budget Reference	1300, 3000

☐ New	☐ Modified	☒ Unchanged

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 7:
- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:
- To ensure student participation and achievement in innovative courses and programs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students	2%	4%	6%	8%

enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club			
Priority 7: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 8: Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 80%	2017-18 (Expected): 85%	2018-19 (Expected): 90%	2019-20 (Expected): 95%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$510,000.00	Amount	$550,000.00	Amount	$600,000.00
Source	LCFF	Source	LCFF	Source	LCFF

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Budget Reference	1100, 1300	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$75,000.00	Amount	$77,000.00	Amount	$80,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action　　**3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1	Amount	Included in Goal 2 Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300	Budget Reference	1100, 1300	Budget Reference	1100, 1300

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Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)]_____ |

| Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |

| Scope of Services | ☐ LEA-wide | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,000.00	Amount	$5,000.00	Amount	$5,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

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Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 7 & 8: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$25,000.00	Amount	$25,000.00	Amount	$25,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863, 5830	Budget Reference	5863, 5830	Budget Reference	5863, 5830

☐ New	☐ Modified	☒ Unchanged

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 3:
- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout

Priority 6:
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of ELAC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of PTF meetings per year	Current: 8 By the end of 2016-17: 9 (Planned)	2017-18 (Expected): 9	2018-19 (Expected): 9	2019-20 (Expected): 9
Priority 3: Number of activities/events for parent involvement per year	Current: 4 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 5	2018-19 (Expected): 5	2019-20 (Expected): 5

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Priority 3: Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
Priority 3: Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
Priority 3: Percentage of students who have been home-visited by the teachers per year	Current: 23% By the end of 2016-17: 25% (Planned)	2017-18 (Expected): 25%	2018-19 (Expected): 25%	2019-20 (Expected): 25%
Priority 5: ADA rate	2015-16 (Actual): 96% Current: 97% By the end of 2016-17: 97% (Projected)	2017-18 (Expected): 97%	2018-19 (Expected): 97%	2019-20 (Expected): 97%
Priority 5: Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 4%	2018-19 (Expected): 4%	2019-20 (Expected): 4%
Priority 5: Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 5: High school dropout rate	N/A	N/A	N/A	N/A
Priority 5: Four-year cohort graduation rate	2015-16 (Actual): 98% By the end of 2016-17: 100% (Projected)	N/A	N/A	N/A
Priority 6: Student suspension rate	2015-16 (Actual): 0.5% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 6: Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 6: School experience survey participation rates	2016-17 (Actual): Students: 97.7% Families: 54.7%	2017-18 (Expected): Students: 98% Families: 65%	2018-19 (Expected): Students: 99% Families: 75%	2019-20 (Expected): Students: 100% Families: 85%

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	Staff: 93.3%	Staff: 95%	Staff: 96%	Staff: 100%
Priority 6: School experience survey average approval rates	2016-17 (Actual): Students: 66% Families: 97% Staff: 88%	2017-18 (Expected): Students: 75% Families: 95% Staff: 90%	2018-19 (Expected): Students: 80% Families: 96% Staff: 92%	2019-20 (Expected): Students: 85% Families: 97% Staff: 94%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$6,000.00	Amount	$6,000.00	Amount	$6,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4720	Budget Reference	4720	Budget Reference	4720

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$6,000.00	Amount	$6,000.00	Amount	$6,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4720	Budget Reference	4720	Budget Reference	4720

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$10,000.00	Amount	$10,000.00	Amount	$10,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5887	Budget Reference	5887	Budget Reference	5887

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000.00	Amount	$2,000.00	Amount	$2,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	3010	Budget Reference	3010	Budget Reference	3010

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$174,000.00	Amount	$174,000.00	Amount	$174,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$62,000.00	Amount	$62,000.00	Amount	$62,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2400	Budget Reference	2400	Budget Reference	2400

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$30,000.00	Amount	$30,000.00	Amount	$30,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2900, 3000	Budget Reference	2900, 3000	Budget Reference	2900, 3000

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$75,000.00	Amount	$77,000.00	Amount	$80,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,000.00	Amount	$2,000.00	Amount	$2,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1,000.00	Amount	$1,000.00	Amount	$1,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5822	Budget Reference	5822	Budget Reference	5822

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 356,319.00   Percentage to Increase or Improve Services: 29.78 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

☐ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

☐ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

☐ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

☐ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

☐ Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

☐ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

☐ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

☐ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

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Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum]

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

Page **1** of **13**

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

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Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy-7		
Contact Name and Title	Fatih Metin, Principal	Email and Phone	fmetin@magnoliapublicschools.org (818) 886-0585

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy 7 is a classroom-based charter school serving grades TK–5 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2002, MSA-7's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-7 currently has 290 students in grades TK-5, and mainly draws enrollment from Northridge, CA and neighboring communities. The neighborhoods that MSA-7 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-7 serves face economic challenges. MSA-7 has a diverse enrollment, including 63.45 % Hispanic/Latino, 20 % White, 71% Socioeconomically Disadvantaged, 17.59% Special Education, and 23.45 % English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs.

LCAP HIGHLIGHTS

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

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

☐ Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities

☐ The need to continue our improvements in designated/integrated English Learner services

☐ Providing more schoolwide support programs to students while teaching MATH and ELA; refining targeted intervention and tutoring programs

☐ Providing counseling and positive behavior intervention support services to our students

☐ Keeping effective teachers and improving teacher observation and evaluation systems

Providing Gifted Programs/Enrichment Programs who are designated as gifted/high achieving.

Continuing and expanding Art program

Improving and Maintaining School building

The Charter School has also worked on its annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

All students need support on Math and ELA education and SPED Students and EL Students Need more help in ELA.

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REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

- Parent, student and staff over all happiness is more than 98 percent for the school. MSA-7 organized more than 20 family events yearly in addition to PTF, SSC, ELAC meetings.
- It is the third year staff retention is 100%, if we exclude yearly one teacher moving to the cheaper states.
- There is a designated ELD Coordinator who serves EL students, which is must for MSA-7 with 1/4 of students are EL. Our EL color is blue in the dashboard.
- Both suspension, and expulsion rates are 0%. MSA-7 is a safe school with structured supervision under 5 TAs, in addition to the clear school procedures.
- Numerous counseling services relief students' difficulties.
- STEM Art Integration: MSA-7 is a STEAM School. All students participated science projects individually or as a team member. MSA-7 provided art classes by CSUN art students.
- According to the SBAC Test, MSA-7 is better than all 8 neighborhood schools in ELA.
- According to the SBAC Test, MSA-7 is better than 6 out of 8 neighborhood schools in Math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

- MSA-7 need robust Math education system which addresses the needs of low achieving and high achieving students.
- With high SPED student ratio, MSA-7 need additional Resource Teacher.
- Student absenteeism should be addressed.
- Based on surveys, school building need to be upgraded.
- Based on indicators, Math and ELA instruction should be strengthened.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

In ELA, EL , SPED and Socioeconomically Disadvantaged Students need more support to get closer to Level 3.

In Math, SPED, EL, Socioeconomically Disadvantaged Students , and Latino Students need more **support to get closer to Level 3.**

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- MSA-7 will have 1/2 more SPED Teacher to serve increased number of SPED students.
- Fostering collaborative discussions about student data & implementation.
- More meaningful Math Instruction by implementing pre-test and post-tests.
- Increasing efficiency and time for intervention programs.
- Utilizing After School Program to support ELA and Math education.
- Teachers will be trained on teaching strategies of Mathematics.
- Teachers will be trained on teaching students with special needs.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	**$3,531,344**
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$2,190,500

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

$2,625,738	Total Projected LCFF Revenues for LCAP Year

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Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE   ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 1:

- Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%

- Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%

- Percentage of items on facility inspection checklists in compliance/good standing: 90%

Priority 2:

- Percentage of state standards implementation for all students, including English learners: 100%

Priority 4:

- For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017

ACTUAL

Priority 1:

- Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%

- Percentage of students who have sufficient access to standards-aligned instructional materials: 100%

- Percentage of items on facility inspection checklists in compliance/good standing: 90%

Priority 2:

- Percentage of state standards implementation for all students, including English learners: 100%

Priority 4:

- The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.

	ELA/Literacy		Mathematics	
	2016	2017 (Projected)	2016	2017 (Projected)
Schoolwide	52 %	57 %	35 %	40 %
English Learners	13 %	18 %	18 %	23 %
Socioecon. Disadv.	46 %	51 %	27 %	32 %
Students w/ Disabilities	16 %	21 %	16 %	21 %

African American	*	*	*	*
Hispanic or Latino	49 %	54 %	31 %	36 %
White	50 %	55 %	46 %	51 %

- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring

- The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

Reading/ELA

	Fall 2016	Winter 2017	Spring 2017 (projected)
Schoolwide	33 %	34 %	38 %
English Learners	10 %	4 %	15 %
Socioecon. Disadv.	27 %	29 %	32 %
Students w/ Disabilities	17 %	25%	25 %
African American	*	*	
Hispanic or Latino	32.8 %	35.9%	38 %
White	31.6 %	39.5%	40 %

Math

	Fall 2016	Winter 2017	Spring 2017 (projected)
Schoolwide	32 %	25 %	37 %
English Learners	10 %	8 %	15 %
Socioecon. Disadv.	26 %	19 %	31 %
Students w/ Disabilities	16 %	23 %	21 %
African American	*	*	
Hispanic or Latino	24.4 %	15 %	29 %
White	41.3 %	45.1 %	46 %

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.

  2015-16: 55 %   2016-17: 60.2 %

- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year

- Percentage of ELs reclassified to Fluent English Proficient (RFEP):

  2015-16: 16 %   Current: 21 %   By the end of 2016-17: 21% (projected)

Priority 8:

Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%

Priority 8:

- Percentage of students who have did not retain (perform "proficient" on the related state standardized tests) in core subjects and electives:

  2015-16: 85 %   Current: 90 %   By the end of 2016-17: 95 % (projected)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our staff members for their credentialing needs. We are compliant with its teacher assignments.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00 *(Example: 5863-BTSA expenses, Credential Program fees and EL authorization fees)*	$12,500.00

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$120,000.00 (Ex: 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	$120,000.00

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
83,000.00 *(Ex: 4315 Janitorial supply , 5500 Operational Fees,5615,5617 Maintenance, Custodian salary & benefits)*	$83,000.00

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Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

Expenditures

BUDGETED	ESTIMATED ACTUAL
$ 39,000 *(Ex: MAP testing fees, 5863 Professional Development on CCSS)*	$30,000

Action **5**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	**Priorities 2, 4, & 7:** We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$75,000.00 *(Ex: ELD Coordinator Salary, ELD Materials)*	$75,000.00

Action **6**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7: Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	**Priorities 2, 4, & 7:** Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00 *(Ex: 5800 Professional Development on EL strategies)*	$5,000.00

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Action **7**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$20,000.00 *Math Intervention part of PE/health Teacher Salary and Soft Programs s.t. sumdog*	$20,000.00

Action **8**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$90,000.00 Saturday ELA/math tutoring (Title I funds) and TA salaries	$90,000.00

Action **9**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
100,000.00 *Dean of Academics, Data Manager, Testing coordinator salary & benefits, and illuminati.*	$100,000.00

Action **10**

Actions/Services

PLANNED	ACTUAL
Priority 4:	**Priority 4:**
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures

BUDGETED	ESTIMATED ACTUAL
N/A	N/A

Action **11**

Actions/Services

PLANNED	ACTUAL
Priority 4:	**Priority 4:**
Charter School will provide students with opportunities to take Advanced courses based on student needs and interests.	Based on student needs and interests, we have offered the following Enrichment Programs this year: Advanced Math.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$0.00	$1000.00

Action **12**

Actions/Services

PLANNED	ACTUAL
Priority 4:	**Priority 4:**
Charter School will organize College Career Week to motivate students for college education.	We had college Career week. And field trips to CSUN and UCLA.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$ 2,000.00 Field Trip to colleges and College career week.	$ 2,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-7's overall ELA percentage according to the student numbers who met the standard or above is 52% which is greater than all 8 similar schools in the neighborhood MSA-7's overall MATH percentage according to the student numbers who met the standard or above is 35 % which is greater than 6 out of 8 similar schools in the neighborhood.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	WMSA-7 only has minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We are planning to increase school-wide Math Intervention Programs.

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Priority 7:

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- At least 80% percent of the students enrolled in the Charter School's STEAM Club

- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 90 %

Priority 8:

- Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

Priority 7:

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%

- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- Percentage of students enrolled in the Charter School's STEAM Club is 95 %

- Percentage of our students who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Priority 8:

- Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

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Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide various other academic programs and services, certain programs and such as PE, Health, Computer, and Art.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$1,700,000.00 *(This is the place to include all staff salaries and benefits since this action covers all courses.)*	$1,700,000.00

Action   **2**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Dean of Academics salary budgeted in Goal 2 and Action1.	Included in Goal 2 Action 1.

Action   **3**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will offer an "Advanced Math" class or club to the gifted achieving students	We offer both Advanced Math class and club to the gifted students

Expenditures

BUDGETED	ESTIMATED ACTUAL
Included in Goal 2 Action 1	Included in Goal 2 Action 1

Action   **4**

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Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 60 Chrome books.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$110,000.00 *(Updating and maintaining Instructional Technologies 5887-6410)*	$110,000.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Priorities 7 & 8:	**Priorities 7 & 8:**
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000 *(Ex: STEAM Expo expenses, science equipment,)*	$5,000.00

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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we offer Advanced Math and Computer classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-7 had 135 students participate School-Wide in the STEM Projects. MSA-7 had 29 students participate at the Expo, and took 2nd and 3rd place at the MPS Expo. It was the first year of Gate /Enrichment Group with the students from 3rd to 5th who nearly meet Gate criteria. 90 % of student are proficient or advance in Computer Class. 30 student were participated to Coding Club.K-5 students learned Online Safety& Netiquette- Lab Rules-Responsibility of technology and equipment - Identify parts of the Computer- Input output Devices - MS Office Word 2007-Editing Documents on MS Word-Typing, MS Office 2007 Power Point according to their grades.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We budgeted for $60,000 for 180 Chromebooks, but we ended up buying 60 because of budget deficit.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

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Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Priority 3:

- Number of School Site Council (SSC) meetings per year: 4

- Number of English Learner Advisory Committee (ELAC) meetings per year: 4

- Number of Parent Task Force (PTF) meetings per year:7

- Number of activities/events for parent involvement per year: 5

- Frequency of SIS record updates: Daily/Weekly

- Number of progress reports or report cards sent to parents per year: 4

- Percentage of students who have been home-visited by the teachers per year: 25%

Priority 3:

- Number of SSC meetings held this school year: 3

  Current: 3   By the end of 2016-17: 4 (planned)

- Number of ELAC meetings held this school year: 6

  Current: 6   By the end of 2016-17: 7 (planned)

- Number of PTF meetings held this school year: 7

  Current: 7   By the end of 2016-17: 7 (planned)

- Number of activities/events held for parent involvement this school year: 18

  Current: 15   By the end of 2016-17: 18 (planned)

- Our teachers update SIS records daily/weekly.

- Number of progress reports or report cards sent to parents this school year: 4

  Current: 4   By the end of 2016-17: 4(planned)

- Percentage of students who have been home-visited by the teachers this school year: 26%

  Current: 26%   By the end of 2016-17: 26% (planned)

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Priority 5:

- ADA rate: 95%

- Chronic absenteeism rate: 1 %

Priority 6:

- Student suspension rate: 0%

- Student expulsion rate: 0%

- School experience survey participation rates:

  Students: 80%   Families: 50%   Staff: 80%

- School experience survey average approval rates

  Students: 80%   Families: 80%   Staff: 80%

- ADA rate:

  2015-16: 95 %   Current: 96 %   By the end of 2016-17: 96 % (projected)

- Chronic absenteeism rate:

  2015-16: 10 %   Current: 9 %   By the end of 2016-17: 9 % (projected)

Priority 6:

- Student suspension rate:

  2015-16: 0.4%   Current: 0%   By the end of 2016-17: 0% (projected)

- Student expulsion rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- School experience survey participation rates:

  Students: 98 %   Families:65 %   Staff: 90 %

- School experience survey average approval rates

  Students:67%   Families: 99%   Staff: 89 %

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED	ACTUAL
	Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	**Priority 3:** We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.
Expenditures	**BUDGETED** $3,000.00 *Communication and motivational items*	**ESTIMATED ACTUAL** With donations

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	**Priority 3:** We have hosted parent activities/events, including Student/Parent Orientations, Back to School Night, Parent conferences, Literacy Night, STEAM EXPO Night, winter Show, Fall Festival, Spelling Bee, SBAC and EL Trainings for the parents, Coffee With the principal, Monthly Award Ceremonies, Book Fair, School Beautification Days, Thank you Tea,

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00	Other than 1000 dollars of operational expenses, all are done by donations.

Action   **3**

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	**Priority 3:** We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$ 25,000.00 *(SIS Fee in Educational Technology item 5887 Goal 2 in action 4 and office supply 4320)*	$ 25,000.00

Action   **4**

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$7,500.00 *(Ex: Home-visit stipends (Title I funds)*	$7,500.00

Action   **5**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**

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Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
School Culture Coordinator , Health Class, Dean of Discipline & benefits. Included in Goal 2 Action 1, and CSUN Counseling Services 5K.	Included in Goal 2 Action 1

Action   **6**

Actions/Services

PLANNED	ACTUAL
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Office Manager and Clerk salary included in Goal 2 Action 1.	Included in Goal 2 Action 1

Action   **7**

Actions/Services

PLANNED	ACTUAL
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	**Priority 6:** We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

BUDGETED:	ESTIMATED ACTUAL
Dean of Discipline salary Duplicated Expense: Included in Goal 2 action 1 as Staff Salaries	Duplicated Expense: Included in Goal 2 action 1 as Staff Salaries

Action   **8**

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Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

BUDGETED	ESTIMATED ACTUAL
10,000 Teacher PDs, 5363	3,000

Action **9**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$1500 Survey expenses 5822.	1500

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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSa-7 has zero percent of student suspension and explosion. To increase attendance we continuously communicate with the parents. At an elementary school level school attendance is usually because of student sicknesses or parent issues. Overall student, family and staff happiness about MSA-7 is more than 90% with a high participation rate.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	"We only have minor differences between Budgeted and Estimated Actual Expenditures."
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as parent trainings. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on managing students with disabilities and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of

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Stakeholder Engagement

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include six PTF meetings, four SSC meetings, four ELAC meetings, at least ten parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 78 home visits during this school year and sought feedback from the parents for school improvement.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college awareness by college career week.
- Providing more advanced programs for high achieving students.
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	**Priority 1:** ▪ To ensure teachers are appropriately assigned and fully credentialed ▪ To ensure students have sufficient access to standards-aligned instructional materials ▪ To ensure school facilities are maintained in good repair **Priority 2:** ▪ To ensure implementation of state board adopted academic content and performance standards for all students, including English learners **Priority 4:** ▪ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments ▪ To ensure EL students make annual progress in learning English ▪ To ensure our students are college/career ready **Priority 8:** ▪ To ensure student proficiency in all courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2017-18 (Expected): 100%	2017-18 (Expected): 100%
Priority 1:	2016-17 (Actual):	2017-18 (Expected):	2017-18 (Expected):	2017-18 (Expected):

Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Priority 1: Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2017-18 (Expected): 90%	2017-18 (Expected): 90%
Priority 2: Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	N/A	N/A
Priority 4: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): All Students: 2.6 points above level 3 English Learners17.4 points below level3 Socioeconomically Disadvantaged: 8.6 points below level 3 Students with Disabilities: 49.6 points below level 3 African American: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.) Hispanic: 4.7 points below level 3 White: 6.5 points above level 3 2016-17 (Projected): All Students: 7.6 points above level 3 English Learners: 13.4 points below level 3 Socioeconomically Disadvantaged: 6.6 points below level 3 Students with Disabilities: 44.6 points below level 3 Hispanic: 1 points above level 3 White: 11.5 points above level 3	2017-18 (Expected): All Students: 12.6 points above level 3 English Learners: 7.4 points below level 3 Socioeconomically Disadvantaged: 4.6 points below level 3 Students with Disabilities: 39.6 points below level 3 Hispanic: 6 points above level 3 White: 16.5 points above level 3	2017-18 (Expected): 100%	2017-18 (Expected): 100%
Priority 4: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual): All Students: 22.9 points below level 3 English Learners: 33.6 points below level 3 Socioeconomically Disadvantaged: 36.8 points below level 3 Students with Disabilities: 61.4 points below level 3 Hispanic: 29.1 points below level 3	2017-18 (Expected): All Students: 12.9 points below level 3 English Learners: 23.6 points below level 3 Socioeconomically Disadvantaged: 26.8 points below level 3 Students with Disabilities: 51.4 points below level 3 Hispanic: 19.1 points below level 3	N/A	N/A

	White: 12.6 points below level 3 2016-17 (Projected): All Students: 17.9 points below level 3 English Learners: 28.6 points below level 3 Socioeconomically Disadvantaged: 31.8 points below level 3 Students with Disabilities: 56.4 points below level 3 Hispanic: 24.1 points below level 3 White: 7.6 points below level 3	White: 2.6 points below level 3		
Priority 4: Percentage of students meeting their growth targets on the MAP Reading assessment	2015-16 Fall to Spring (Actual): All Students: 44 % English Learners: 21 % Socioeconomically Disadvantaged: 41 % Students with Disabilities: 46 % Hispanic: 40 % White: 33 % 2016-17 Fall to Spring (Projected): All Students: 49 % English Learners: 26 % Socioeconomically Disadvantaged: 46 % Students with Disabilities: 51 % Hispanic: 45 % White: 38 %	2017-18 Fall to Spring (Expected): All Students: 49 % English Learners: 26 % Socioeconomically Disadvantaged: 46 % Students with Disabilities: 51 % Hispanic: 45 % White: 38 %	N/A	N/A
Priority 4: Percentage of students meeting their growth targets on the MAP Mathematics assessment	2015-16 Fall to Spring (Actual): All Students: 39 % English Learners: 43 % Socioeconomically Disadvantaged: 35 % Students with Disabilities: 50% Hispanic: 41 % White: 56 % 2016-17 Fall to Spring (Projected): All Students: 44 % English Learners: 48 % Socioeconomically Disadvantaged: 41 % Students with Disabilities: 55 % Hispanic: 46 % White: 61 %	2017-18 Fall to Spring (Expected): All Students: 44 % English Learners: 48 % Socioeconomically Disadvantaged: 41 % Students with Disabilities: 55 % Hispanic: 46 % White: 61 %	N/A	N/A

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Priority 4: Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 60 %	2017-18 (Expected): 65 %	N/A	N/A
Priority 4: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 16 % 2016-17 (Projected): 21 %	2017-18 (Expected): 23 %	N/A	N/A

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 15,000	Amount	15,000	Amount	15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5864	Budget Reference	5864	Budget Reference	5864

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Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)] _____

Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$ 76,680	Amount	78,000	Amount	80,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4100,4200,4300	Budget Reference	4100,4200,4300	Budget Reference	4100,4200,4300

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$83,000	Amount	85000	Amount	87000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5615-20K, 5500-10K,4315-8K, Janitors' salaries and benefits 45K	Budget Reference	5615-20K, 5500-10K,4315-8K, Janitors' salaries and benefits 45K	Budget Reference	5615-20K, 5500-10K,4315-8K, Janitors' salaries and benefits 45K

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	4,000	Amount	5,000	Amount	6,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	2,000	Amount	4,000
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	Goal 1, Action 1 and 4 include the expense.	Budget Reference	Additional amounts will be for additional PDs	Budget Reference	Additional amounts will be for additional PDs

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$70,000.00	Amount	75,000	Amount	80,000
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	PDs-5863,5864; TAs salaries-2900 (Title 1)	Budget	PDs-5863,5864; TAs salaries-2900 (Title 1)	Budget	PDs-5863,5864; TAs salaries-2900 (Title 1)

	Reference		Reference	

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	70,000	Amount	74,000	Amount	78,000
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	ELD support Teacher salary and benefits in 1100,3300	Budget Reference	ELD support Teacher salary and benefits in 1100,3300	Budget Reference	ELD support Teacher salary and benefits in 1100,3300

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,500.00	Amount	5,000	Amount	7,500
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	1100 Saturday School Stipends	Budget Reference	1100 Saturday School Stipends	Budget Reference	1100 Saturday School Stipends

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	Illuminate $1563.27 Map Testing $2376 Testing Coordinator $4000 Data Manager $4000	Amount	13,000	Amount	15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Part Of: 5101, 1100	Budget Reference	Part Of: 5101, 1100	Budget Reference	Part Of: 5101, 1100

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Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Priority 4: Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	N/A For MSA-7 Elementary	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	N/A For MSA-7 Elementary	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School increase college awareness by organizing college career weeks and filed trips to the colleges		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$9,000.00	Amount	9,000	Amount	9,000
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	5819,5830	Budget Reference	5819,5830	Budget Reference	5819,5830

☐ New	☐ Modified	☒ Unchanged

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 7:
- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:
- To ensure student participation and achievement in innovative courses and programs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students enrolled in the Charter School's grades	2016-17 (Actual): 4%	2017-18 (Expected): 7%	2018-19 (Expected): 8%	2019-20 (Expected): 9 %

K-5 who will take the GATE/enrichment program			
Priority 7: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 8: Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 80%	2017-18 (Expected): 85%	2018-19 (Expected): 87 %	2019-20 (Expected): 90 %

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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$806,950.00	Amount	846,000	Amount	886,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 3100, 3400 Teacher Salaries	Budget	1100, 3100, 3400 Teacher	Budget	1100, 3100, 3400 Teacher Salaries

And Benefits	Reference	Salaries And Benefits	Reference	And Benefits

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	200,000	Amount	210,000	Amount	220,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300 Admin salaries and benefits.	Budget Reference	1300 Admin salaries and benefits.	Budget Reference	1300 Admin salaries and benefits.

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Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer an GATE/Enrichment Program		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount		Amount	5000	Amount	10000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference		Budget Reference	Salaries and Benefits Add On	Budget Reference	Salaries and Benefits Add On

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$80,140.00	Amount	$100,000	Amount	$120,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5887 Technology services, 2900 computer instructor salary and benefits.	Budget Reference	5887 Technology services, 2900 computer instructor salary and benefits.	Budget Reference	5887 Technology services, 2900 computer instructor salary and benefits.

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Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 7 & 8: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	2,000	Amount	2,000	Amount	2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Part of 4345,4325	Budget Reference	Part of 4345,4325	Budget Reference	Part of 4345,4325

☐ New	☐ Modified	☒ Unchanged

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 3:
- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:
- To increase student attendance
- To avoid chronic absenteeism

Priority 6:
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2018-19 (Expected): 4
Priority 3: Number of ELAC meetings per year	Current: 6 By the end of 2016-17: 7 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2018-19 (Expected): 4
Priority 3: Number of PTF meetings per year	Current: 7 By the end of 2016-17: 7(Planned)	2017-18 (Expected): 7	2018-19 (Expected): 7	2018-19 (Expected): 7
Priority 3: Number of activities/events for parent involvement per year	Current:15 By the end of 2016-17: 17 (Planned)	2017-18 (Expected): 10	2018-19 (Expected): 10	2018-19 (Expected): 10

Priority 3: Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
Priority 3: Number of progress reports or report cards sent to parents per year	Current: 4 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	4	4
Priority 3: Percentage of students who have been home-visited by the teachers per year	Current: 26% By the end of 2016-17: 27% (Planned)	2017-18 (Expected): 25%	27%	29%
Priority 5: ADA rate	2015-16 (Actual): 96% Current: 96% By the end of 2016-17: 96% (Projected)	2017-18 (Expected): 97%	97%	97%
Priority 5: Chronic absenteeism rate	2015-16 (Actual): 10% Current: 10% By the end of 2016-17: 8% (Projected)	2017-18 (Expected): 8%	7%	6%
Priority 6: Student suspension rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	0%	0%
Priority 6: Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	0%	0%
Priority 6: School experience survey participation rates	2016-17 (Actual): Students: 98 % Families: 65 % Staff: 90 %	2017-18 (Expected): Students: 90 % Families: 70 % Staff: 85%	Students: 90 % Families: 70 % Staff: 85%	Students: 90 % Families: 70 % Staff: 85%
Priority 6: School experience survey average approval rates	2016-17 (Actual): Students:67 % Families: 99 % Staff: 89 %	2017-18 (Expected): Students: 80 % Families: 95% Staff: 85 %	Students: 80 % Families: 95% Staff: 85 %	Students: 80 % Families: 95% Staff: 85 %

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2,000.00	Amount	2,000	Amount	2,000
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4720-Motivational expenses.	Budget Reference	4720-Motivational expenses.	Budget Reference	4720-Motivational expenses.

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	3000	Amount	3,000	Amount	3,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Part of 4330,4345	Budget Reference	Part of 4330,4345	Budget Reference	Part of 4330,4345

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$15,000.00	Amount	15,000	Amount	15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Part of 5887, 4320 and 4330.	Budget Reference	Part of 5887, 4320 and 4330.	Budget Reference	Part of 5887, 4320 and 4330.

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income
Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$7,500.00	Amount	8000	Amount	8500
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	Part of 1100, 3000, 5200.	Budget Reference	Part of 1100, 3000, 5200.	Budget Reference	Part of 1100, 3000, 5200.

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,000	Amount	6,500	Amount	8,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	CSUN Counseling, 5822	Budget Reference	CSUN Counseling, 5822	Budget Reference	CSUN Counseling, 5822

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$100,000.00	Amount	105,000	Amount	110,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2400,3000 office Manager, clerk salaries and benefits	Budget Reference	2400,3000 office Manager, clerk salaries and benefits	Budget Reference	2400,3000 office Manager, clerk salaries and benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	N/A for MSA-7 Elementary	Amount	N/A for MSA-7 Elementary	Amount	N/A for MSA-7 Elementary
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Duplicated in admin salaries	Amount	Duplicated in admin salaries	Amount	Duplicated in admin salaries
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300,3000	Budget Reference	1300,3000	Budget Reference	1300,3000

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Duplicated Expense	Amount	Duplicated Expense	Amount	Duplicated Expense
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	In PD related expenses	Budget Reference	In PD related expenses	Budget Reference	In PD related expenses

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Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	Panorama $1005.99	Amount	1500	Amount	2000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5822	Budget Reference	5822	Budget Reference	5822

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 565,747.00 Percentage to Increase or Improve Services: 27.46%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

☐ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

☐ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

☐ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

☐ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

☐ Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent Trainings, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

☐ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

☐ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

☐ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Health classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local

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bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either

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would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster

children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

  (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

  (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

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APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy Bell		
Contact Name and Title	Jason Hernandez, Principal	Email and Phone	jhernandez@magnoliapublicschools.org 323-826-3925

2016-17 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy Bell (MSA 8, MSA Bell, or Charter School), is a classroom based charter school serving grades 6th-8th in the southeast region of Los Angeles, Bell. MSA Bell's curriculum emphasizes science, technology, engineering, arts, and math (STEAM). The school opened in 2010 as a Public School Choice, which serves approximately 500 students to provide a college preparatory educational program that emphasizes STEAM in a safe environment that cultivates respect for self and others. The school provides 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.

LCAP HIGHLIGHTS

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

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

1. Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
2. Continuation of personalized blended learning and on-going training for all stakeholders.
3. Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs.
4. Providing counseling and positive behavior intervention support services to our students.
5. Keeping effective teachers and improving teacher observation and evaluation systems.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

> Areas of greatest progress include:
> ♦ Introduction of personalized blended learning and on-going training for all stakeholders.
> ♦ Continual progress in the social emotional development to increase student learning.
> ♦ Increased level of parent participation for school events.
> ♦ Introduction of growth mindset (habits of success) school wide.
> ♦ White (Arab) population increased from 17% to 32%, according to CA School Dashboard

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

> Areas of greatest needs include:
> ♦ Increase academic achievement in the area of math and ELA for all student groups in CAASPP
> ♦ Recruiting and retaining highly qualified teachers
> ♦ Continual refinement of intervention programs to assist in closing the achievement gap.
> ♦ Empowering students to be school wide ambassadors in the establishment of school culture.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

> Areas that need to be addressed include:
> ♦ Preparation of student groups in (SPED and EL) in the area of math and ELA
> ♦ Instructional coaches will dedicate more time in coaching instructional practices to increase the level of academic achievement with students of high need.

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INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- ♦ Charter School will provide resources to increase outreach efforts to low income families which including Parent College, parent training, home visits and other parent involvement opportunities.
- ♦ Continual professional development in the usage of CHATS framework and ELD instructional strategies
- ♦ Extending the instructional day with after-school or Saturday school enrichment courses as needed.
- ♦ Charter School will continue to provide and adjust academic programs of support and remediation, counseling, and social/emotional support to all students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	**$5,498,819**
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	**$4,242,134**

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

$4,595,750	Total Projected LCFF Revenues for LCAP Year

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Annual Update   LCAP Year Reviewed: 2016–17

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 1:
- 100% of MSA Bell's teachers will be appropriately assigned and properly credentialed as required by law and the charter.

Priority 2:
- MSA Bell will maintain 100% implementation of CCSS
- MSA Bell teachers will receive at least 3-trainings/professional developments on the CCSS.
- MSA Bell teachers will receive at least 3-trainings/professional developments on pedagogical shifts with a focus on student learning.
- MSA Bell teachers will receive at least 3-trainings/professional developments on the ELD standards and teaching English Learners.
- 100% of MSA Bell students will participate in advisory course that covers college talk. (a-g requirements, college field trips, etc.)
- MSA Bell teachers will receive at least 1 training in the integration of ARTS in the core curriculum.

Priority 4:
- For all student, including 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 points from fall to spring.
- Using the SBAC data from 2015-2016, Increase proficiency by 3% on SBAC for all students, including subgroups in Math and ELA (SPED, EL, Foster Youth, Social-Economic Disadvantages, Hispanic/Latino)
- MSA Bell will meet or exceed the annual API growth targets for all student subgroups. (If and when API is reinstated by California)

ACTUAL

Priority 1:
- 100% teachers appropriately assigned and properly credentialed as required by law and the charter, goal met.

Priority 2:
- 100% implementation of CCSS, goal met.
- 6 trainings/professional developments on the CCSS and the pedagogical shifts with a focus on student learning, goal met.
- 5 trainings/professional developments on the ELD standards and teaching English Learners, goal met.
- 100% of MSA Bell students participated in advisory course that covers college talk, goal met.
- 2 training opportunity in the integration of ARTS in the core curriculum was provided to teachers, goal met.

Priority 4:
- In Progress - For all student, including 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 points from fall to spring.
- In Progress - Using the SBAC data from 2015-2016, Increase proficiency by 3% on SBAC for all students, including subgroups in Math and ELA (SPED, EL, Foster Youth, Social-Economic Disadvantages, Hispanic/Latino)
- 46% of EL students reclassified, goal met

Priority 7:

Priority 7:
- The percentage of EL students who are reclassified will increase by 5% from the prior year.

Priority 8:
- 100% of students will have access to California adopted common core aligned curriculum in math and ELA.
- At least 80% of all students enrolled in MSA Bell for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.

Priority 8:
- 100% of students have access to California adopted common core aligned curriculum in math and ELA, goal met.
- In Progress - At least 80% of all students enrolled in MSA Bell for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	**PLANNED** **Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	**ACTUAL** **Priority 1:** Goal met, teachers are 100% appropriately assigned.
Expenditures	**BUDGETED** $2,207,850 (1100, 1300, 2400, 2900) $615,056 (3100, 3200, 3300, 3400, 3500, 3600)	**ESTIMATED ACTUAL** $2,195,988 (1100, 1300, 2400, 2900) $613,862 (3100, 3200, 3300, 3400, 3500, 3600)

Action 2

Actions/Services	**PLANNED** **Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**ACTUAL** **Priority 1:** Goal met, 100% of instructional materials are aligned with CCSS.
Expenditures	**BUDGETED** $22,000 (4100) $15,000 (4320) $35,000 (4325)	**ESTIMATED ACTUAL** $22,000 (4100) $20,000 (4320) $33,669 (4325)

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Action   **3**

PLANNED	ACTUAL
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** Goal met, facility is checked on a regular basis and items of concern are reported to the plant manager and action is taken by LAUSD.
BUDGETED $228,961 (5610)	**ESTIMATED ACTUAL** $228,961 (5610)

Action   **4**

PLANNED	ACTUAL
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** Goal met, 100% of instructional materials and training are aligned with CCSS.
BUDGETED $105,000 (5863)	**ESTIMATED ACTUAL** $111,000 (5863)

Action   **5**

PLANNED	ACTUAL
Priorities 2 & 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	**Priorities 2 & 4:** Goal met, EL have been identified and ELD instruction is currently being provided and monitored.
BUDGETED ELD Coordinator (Title 1)	**ESTIMATED ACTUAL** ELD Coordinator (Title 1)

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Action   **6**

Actions/Services

PLANNED	ACTUAL
Priorities 2 & 4:	**Priorities 2 & 4:**
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	Goal met, teachers received instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Already included in program	Already included in program

Action   **7**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	Goal met, additional supports and interventions are provided to all students, including ELs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Fast ForWord (Title 1)	Fast ForWord (Title 1)
Sum Dog (Title 1)	Sum Dog (Title 1)

Action   **8**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours.	Goal met, after-school enrichment program was established to support students in academic need, such as ELs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Enrichment Program (Title 1)	Enrichment Program (Title 1)

Action   **9**

Actions/Services	PLANNED	ACTUAL
	Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
	Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	In progress, students are finishing CAASPP and the final round of MAP testing.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	Items already identified in other parts of the LCAP.	Items already identified in other parts of the LCAP.

Action   **10**

Actions/Services	PLANNED	ACTUAL
	Priority 4:	**Priority 4:**
	Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness.	Goal met, "Advisory" courses were offered to all students, per charter. This includes study and organization skills, college readiness, financial literacy, etc.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	Items already identified in other parts of the LCAP.	Items already identified in other parts of the LCAP.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The data used to measure the success of school goals is still on-going. State assessment was conducted in the month of May, so data will become assessable soon. The end of May, students will complete the NWEA MAP assessment to evaluate whether students have demonstrated growth throughout the year. This data will become assessable upon completion. Currently, the reclassified percentage is at 42%, this is the highest percentage of reclassification since the inception of the school. As a school, it is a goal to continual seek strategies to assist all learners, including EL, this is accomplished through scientifically proven methods and programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The two areas of difference include professional development and educational software. Professional development is essential to ensure teachers are growing in their professional through ongoing professional development training, courses at a college/university, implementation of common core, etc. Educational software was increased due to the need of programs to assist academic achievement. Programs such as BrainPop, Fast ForWord, Sum Dog, Discovery Education, Google Educational Licenses, Go Guardian, JAMF, Scenario Learning, were purchased for multiple reasons, which include academic intervention, software that monitors inventory and usage, and support of students in the area of social emotional development.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 4: ● MSA Bell will implement blended learning through the training from Summit Basecamp in a 100% of the core classes. ● MSA Bell will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ● 100% of students will have sufficient access to all academic and educational programs provided by MSA Bell. **Priority 5:** ● At least 80% of all students enrolled in MSA Bell will create or demonstrate a STEAM focused, community based project, experiment, model or demo. ● At least 25% of the student population at MSA Bell will participate in an internship or site field trip to gain hands on experience in a respective field in STEAM. ● At least 5% of student population at MSA Bell will participate in a service-learning project based on community needs. **Priority 6:** ● MSA Bell School Satisfaction Survey: at least 80% of student population will rate the overall school experience positively; at least 85% of staff will rate the overall all school experience positively; at least 90% of parents will rate the overall school experience positively. ● MSA Bell will maintain Restorative Justice Practices and provide access to through partnerships to mental health services to ensure a suspension rate of no more than 3% and an expulsion rate of no more than 1%.	**Priority 4:** ● Goal met, MSA Bell implemented blended learning in a 100% of the core classes. ● Goal met, MSA Bell provided 100% of the programs and services outlined in its charter petition. ● Goal met, 100% of students have sufficient access to all academic and educational programs provided by MSA Bell. **Priority 5:** ● Goal met, at least 80% of students enrolled in MSA Bell created or demonstrated a STEAM focused, community based project, experiment, model or demo. ● Goal met, at least 25% of student population at MSA Bell will participate in an internship or site field trip to gain hands on experience in a respective field in STEAM. ● Goal met, at least 5% of student population at MSA Bell will participate in a service-learning project based on community needs. **Priority 6:** ● Goal met, MSA Bell School Satisfaction Survey: at least 80% of student population rated the overall school experience positively; at least 85% of staff rated the overall all school experience positively; at least 90% of parents rated the overall school experience positively. ● Goal met, MSA Bell implemented Restorative Justice Practices and provided access to through partnerships to mental health services to ensure a suspension rate of no more than 3% and an expulsion rate of no more than 1%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   1

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Goal met, MSA Bell offers courses in core subjects (English, mathematics, social sciences, and science), elective courses (Spanish, Turkish, music, physical education, and advisory).

Expenditures

BUDGETED	ESTIMATED ACTUAL
Items already identified in other parts of the LCAP.	Items already identified in other parts of the LCAP.

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	Goal met, MSA Bell's schedule is designed to provide the appropriate supports for EL students and all student groups.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Items already identified in other parts of the LCAP.	Items already identified in other parts of the LCAP.

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	Goal met, MSA Bell offered an Algebra 1 courses to students in 7th and 8th grade. The following year, students in 7th grade will take Geometry as their mathematical course.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Items already identified in other parts of the LCAP.	Items already identified in other parts of the LCAP.

Action **4**

Actions/Services	**PLANNED** **Priority 7:** Charter School will offer a blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	**ACTUAL** **Priority 7:** Goal met, MSA Bell offered a blended learning experience for students through the Summit Learning Platform. The Charter School will offer a blended learning experience for our students. The Chan Zuckerberg Initiative provided ongoing professional development to ensure support to all teachers.
Expenditures	**BUDGETED** Items already identified in other parts of the LCAP.	**ESTIMATED ACTUAL** Items already identified in other parts of the LCAP.

Action **5**

Actions/Services	**PLANNED** **Priorities 7 & 8:** Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	**ACTUAL** **Priorities 7 & 8:** Goal met, students were provided an opportunity to participate in STEAM related activities either through classroom projects, field trips, and school demonstrations.
Expenditures	**BUDGETED** Items already identified in other parts of the LCAP.	**ESTIMATED ACTUAL** Items already identified in other parts of the LCAP.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we offer Advanced Math and blended learning opportunities; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Currently, MSA Bell has 104 students enrolled in an advance math course. This will allow students to complete a course in Geometry for the 2017-18 school year. This year, MSA Bell partnered with the Chan Zuckerberg Initiative to introduce blending learning school wide to students and staff. Currently, data is being collected to monitor and measure academic growth. The blended learning experience offers project based learning curriculum. This has allowed all students to experience STEAM related activities in the classroom and outside of the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any differences were addressed in the narrative of the first goal. Differences include adoption of various monitoring and intervention systems/programs to maximize learning in the classroom and provide tools and resources to assist families at home.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

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Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED

Priority 1:
- MSA Bell will maintain at least 90% of items on the facility inspection checklist will be in compliance/good standing.
- Daily general cleaning by custodial will maintain campus cleanliness.

Priority 3:
- Administration and teachers will conduct home visits for at least 30% of MSA Bell's students.
- Parent workshops will be conducted monthly to support all learners, including subgroups.
- MSA Bell will hold at least 4 SSC meetings per year.
- MSA Bell will hold at least 4 English Learner Advisory Committee (ELAC) meetings per year.
- MSA Bell will hold at least 6 Parent Task Force (PTF) meetings per year.
- MSA Bell will hold at least 5 parent activities/events per year.
- Teachers will update SIS records daily/weekly.
- MSA Bell will send at least 4 progress reports/cards to parents per year.

Priority 5:
- MSA Bell will maintain an ADA rate of at least 95%.
- MSA Bell will maintain a chronic absenteeism rate of no more than 1%.
- MSA Bell will maintain a middle school dropout rate of no more than 1%.
- MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups.

Priority 6:
- MSA Bell will conduct at least 2 trainings on Social Emotional Learning (SEL) to ensure a sense of safety and connectedness.
- MSA Bell will conduct monthly emergency drills to ensure safety of all stakeholders.

ACTUAL

Priority 1:
- Goal met, MSA Bell utilizes the services of LAUSD and CharterSafe to ensure the facilities are in compliant and good standing.
- Goal met, custodial maintain campus cleanliness.

Priority 3:
- In progress, staff has visited 106 students, which is 21% of student population.
- Goal met, parent workshops were conducted in the form of informational meetings relating to academics and parent college.
- Goal met, MSA Bell conducted 7 SSC meetings.
- Goal met, MSA Bell conducted 5 English Learner Advisory Committee (ELAC) meetings.
- Goal met, MSA Bell conducted 9 Parent Task Force (PTF) meetings.
- Goal met, MSA Bell hosted at least 6 parent activities/events. This included PTF BBQ, High School Faire, Cultural Fair, STEAM EXPO, etc.
- Goal met, SIS is updated on a regular basis.
- Goal met, MSA Bell sent 5 progress reports/cards to parents. 6th report will be sent at the end of the school year.

Priority 5:
- Goal met and in progress, MSA Bell is currently maintaining an ADA rate of 97%.
- Goal not met, MSA Bell will maintain a chronic absenteeism rate of no more than 1%. Currently at 2%.
- Goal met, MSA Bell has not had a middle school student drop out.
- Goal met, MSA Bell had a student advisory team that was composed of various students from each grade.

Priority 6:
- Goal met, MSA Bell provided training in the area of SEL at least once per month, 6 Wednesday Staff Professional Development and a few trainings during symposiums and outside PD.
- Goal met, MSA Bell conducted monthly emergency drills in collaboration with all stakeholders, including the other co-located schools.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	**Priority 3:** Goal met, MSA Bell has conducted regular meetings surpassing the established goals and used the information to make informed decision regarding the school program. Food is often used to encourage participation from our various stakeholders.

Expenditures

BUDGETED	ESTIMATED ACTUAL
4720 Other Food (Title 1)	4720 Other Food (Title 1)

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	**Priority 3:** Goal met, MSA Bell has hosted various family events such as Student/Parent Orientation, Back to School Night, and parent conferences to promote family participation in school programs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$1,013,267 (5101) (Parent College) Items such as 4720 and 4325 has been identified in other parts of the LCAP	$1,013,267 (5101) (Parent College) Items such as 4720 and 4325 has been identified in other parts of the LCAP

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	**Priority 3:** Goal met, MSA Bell provides students and families access to CoolSIS, the school information system. Through the SIS, everyone is able to access course materials, homework assignments, projects, and records of students' grades Furthermore, the Summit Learning Platform provides access to curriculum that is being utilized in the classroom.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Items already identified in other parts of the LCAP.	Items already identified in other parts of the LCAP.

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	In progress, MSA Bell staff has currently visited 21% of families. Staff is provided a stipend to encourage visitations throughout the year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Home Visit (Title 1)	Home Visit (Title 1)

Action **5**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	Goal met, MSA Bell has established a safe, nurturing, and engaging learning environment for all our students and families. MSA Bell staff is easily accessible in time of need and training is provided to staff and families throughout the year. Response to Intervention Team meets on a regular basis to address issues on hand and assist in the development of a positive school culture.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Items already identified in other parts of the LCAP.	Items already identified in other parts of the LCAP.

Action **6**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	Goal met, MSA Bell has used various avenues to communicate the importance of attendance. This has been done through PTF meetings, ELAC and SSC meetings, award ceremonies, etc. Furthermore, an orientation was hosted to review the policies with the Student/Parent Handbook.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Items already identified in other parts of the LCAP.	Items already identified in other parts of the LCAP.

Action 7

Actions/Services

PLANNED	ACTUAL
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	**Priority 6:** Goal met, MSA Bell has reviewed and continues to implement policies and procedures that are restorative in nature. 2016-17: "0" students suspended; "0" students expelled.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Items already identified in other parts of the LCAP.	Items already identified in other parts of the LCAP.

Action 8

Actions/Services

PLANNED	ACTUAL
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	**Priority 6:** Goal met, MSA Bell staff acknowledges and encourages positive student behavior and improvements through in class reward and school wide reward systems. Tableau is used to monitor and reward student progress on the Summit Learning Platform. CoolSIS is used to monitor and reward students for their academics and behavior. RTI team members use PBIS and restorative practices to help build a positive and support atmosphere for all learners.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Items already identified in other parts of the LCAP.	Items already identified in other parts of the LCAP.

Action 9

Actions/Services

PLANNED	ACTUAL
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	**Priority 6:** Goal met, MSA Bell conducted survey feedback from all stakeholders. Annual expectations were meet demonstrating a positive outcome.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Items already identified in other parts of the LCAP.	Items already identified in other parts of the LCAP.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held regularly meetings of SSC, ELAC, and PTF; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. According to the current data, suspension and expulsion rate are positive at 0%; ADA rate is at 97%; and average survey approval rating is positive from all stakeholders.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Any differences were addressed in the narrative of the first goal. Differences include adoption of various monitoring and intervention systems/programs to maximize learning in the classroom and provide tools and resources to assist families at home.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	MSA Bell has maintained its goals and expected outcomes. Chronic Absenteeism will be adjusted to reflect a more realistic measurement given the state definition. However, this area is also recognized as an area of concern and plans will be prepared to address the matter in order to achieve a more favorable outcome. Based on input from all stakeholders, event will continue to promote parental participation as well as parent training activities such as Parent College. Focus will continue on acknowledging positive student behavior and restorative practices. Professional Development will continual be offered to teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations and growth mindset.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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

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

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

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Investing in professional development for staff in the area of social-emotional development
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Streamlining school resources and support to effectively utilize programs such as Summit Learning, adopted curriculum, MyOn, Fast ForWord, and other interventions.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

Identified Need

Priority 1:

- 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.
- 100% of students will have sufficient access to standards-aligned instructional materials.
- 90% of items on facility inspection checklists in compliance/good standing.

Priority 2:

- 100% of state standards implementation for all students, including English learners.

Priority 4:

- Academic average distance from level 3 (standard met) on CAASPP-ELA/Literacy Assessments will decrease 5 points for all students.
- Academic average distance from level 3 (standard met) on CAASPP-Math Assessments will decrease 7 points for all students.
- 75% of students will meet their growth targets on the Reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.
- 75% of students will meet their growth targets on the Math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.
- 80% of EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.
- 35% of EL students will be reclassified annually.

Priority 8:

> ▪ 80% of students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 1: Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 1: Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 2: Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): • All Students: 26.5 points below level 3 • English Learners: 66.8 points below level 3 • Socioeconomically Disadvantaged: 28.8 points below level 3 • Students with Disabilities: 110.5 points below level 3 • Hispanic: 24.3 points below level 3 2016-17 (Projected): • All Students: 23.5 points below level 3	2017-18 (Expected): • All Students: 21.5 points below level 3 • English Learners: 61.8 points below level 3 • Socioeconomically Disadvantaged: 23.8 points below level 3 • Students with Disabilities: 105.5 points below level 3 • Hispanic: 19.3 points below level 3	2018-19 (Expected): • All Students: 18.5 points below level 3 • English Learners: 58.8 points below level 3 • Socioeconomically Disadvantaged: 20.8 points below level 3 • Students with Disabilities: 102.5 points below level 3 • Hispanic: 16.3 points below level 3	2019-20 (Expected): • All Students: 15.5 points below level 3 • English Learners: 55.8 points below level 3 • Socioeconomically Disadvantaged: 17.8 points below level 3 • Students with Disabilities: 99.5 points below level 3 • Hispanic: 13.3 points below level 3

	- English Learners: 63.8 points below level 3 - Socioeconomically Disadvantaged: 25.8 points below level 3 - Students with Disabilities: 107.5 points below level 3 - Hispanic: 21.3 points below level 3			
Priority 4: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual): - All Students: 71.7 points below level 3 - English Learners: 116.2 points below level 3 - Socioeconomically Disadvantaged: 74.1 points below level 3 - Students with Disabilities: 156.1 points below level 3 - Hispanic: 71.3 points below level 3 - White: 68.9 points above level 3 2016-17 (Projected): - All Students: 68.7 points below level 3 - English Learners: 113.2 points below level 3 - Socioeconomically Disadvantaged: 71.1 points below level 3 - Students with Disabilities: 153.1 points below level 3 - Hispanic: 68.3 points below level 3 - White: 65.9 points below level 3	2017-18 (Expected): - All Students: 64.7 points below level 3 - English Learners: 109.2 points below level 3 - Socioeconomically Disadvantaged: 67.1 points below level 3 - Students with Disabilities: 149.1 points below level 3 - Hispanic: 64.3 points below level 3 - White: 61.6 points above level 3	2018-19 (Expected): - All Students: 60.7 points below level 3 - English Learners: 105.2 points below level 3 - Socioeconomically Disadvantaged: 63.1 points below level 3 - Students with Disabilities: 145.1 points below level 3 - Hispanic: 60.3 points below level 3 - White: 57.6 points above level 3	2017-18 (Expected): - All Students: 56.7 points below level 3 - English Learners: 101.2 points below level 3 - Socioeconomically Disadvantaged: 59.1 points below level 3 - Students with Disabilities: 141.1 points below level 3 - Hispanic: 56.3 points below level 3 - White: 53.6 points above level 3
Priority 4: Percentage of students meeting their growth targets on the MAP Reading assessment	2015-16 Fall to Spring (Actual): - All Students: 50% - English Learners: 50% - Socioeconomically Disadvantaged: 50% - Students with Disabilities: 50%	2017-18 Fall to Spring (Expected): - All Students: 55% - English Learners: 55% - Socioeconomically Disadvantaged: 55% - Students with Disabilities: 55%	2018-19 Fall to Spring (Expected): - All Students: 57% - English Learners: 57% - Socioeconomically Disadvantaged: 57% - Students with Disabilities: 57%	2019-20 Fall to Spring (Expected): - All Students: 59% - English Learners: 59% - Socioeconomically Disadvantaged: 59% - Students with Disabilities: 59%

	• Hispanic: 50% • White: 50% 2016-17 Fall to Spring (Projected): • All Students: 52% • English Learners: 52% • Socioeconomically Disadvantaged: 52% • Students with Disabilities: 52% • Hispanic: 52% • White: 52%	• Hispanic: 55% • White: 55%	• Hispanic: 57% • White: 57%	• Hispanic: 59% • White: 59%
Priority 4: Percentage of students meeting their growth targets on the MAP Mathematics assessment	2015-16 Fall to Spring (Actual): • All Students: 50% • English Learners: 50% • Socioeconomically Disadvantaged: 50% • Students with Disabilities: 50% • Hispanic: 50% • White: 50% 2016-17 Fall to Spring (Projected): • All Students: 52% • English Learners: 52% • Socioeconomically Disadvantaged: 52% • Students with Disabilities: 52% • Hispanic: 52% • White: 52%	2017-18 Fall to Spring (Expected): • All Students: 55% • English Learners: 55% • Socioeconomically Disadvantaged: 55% • Students with Disabilities: 55% • Hispanic: 55% • White: 55%	2018-19 Fall to Spring (Expected): • All Students: 57% • English Learners: 57% • Socioeconomically Disadvantaged: 57% • Students with Disabilities: 57% • Hispanic: 57% • White: 57%	2019-20 Fall to Spring (Expected): • All Students: 59% • English Learners: 59% • Socioeconomically Disadvantaged: 59% • Students with Disabilities: 59% • Hispanic: 59% • White: 59%
Priority 4: Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 60%	2017-18 (Expected): 50%	TBD	TBD
Priority 4: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 39% 2016-17 (Projected): 45%	2017-18 (Expected): 35%	TBD	TBD
Priority 8:	2015-16 (Actual): 98% 2016-17 (Projected): 80%	2017-18 (Expected): 80%	2018-19 (Expected): 80%	2019-20 (Expected): 80%

Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives				

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	**Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	**Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,777,904	Amount	TBD	Amount	TBD
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	1100, 1300, 2400, 2900, 3100, 3200, 3300, 3400, 3500, 3600	Budget Reference	1100, 1300, 2400, 2900, 3100, 3200, 3300, 3400, 3500, 3600	Budget Reference	1100, 1300, 2400, 2900, 3100, 3200, 3300, 3400, 3500, 3600

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$150,000	Amount	$140,000	Amount	$80,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	4100, 4320, 4325	Budget Reference	4100, 4320, 4325	Budget Reference	4100, 4320, 4325

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$235,830	Amount	TBD	Amount	TBD
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5610	Budget Reference	5610	Budget Reference	5610

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$75,000	Amount	$75,000	Amount	$75,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2 & 4: MSA Bell will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bell will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	Priorities 2 & 4: MSA Bell will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bell will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	Priorities 2 & 4: MSA Bell will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bell will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$62,961	Amount	$64,220	Amount	$65,504
Source	Title 1	Source	Title 1	Source	Title 1

Budget Reference

Title 1

Budget Reference

Title 1

Budget Reference

Title 1

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2 & 4: MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	**Priorities 2 & 4:** MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	**Priorities 2 & 4:** MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	**Priorities 2, 4, & 8:** During the day, Charter School will provide additional supports and interventions to all students, including ELs.	**Priorities 2, 4, & 8:** During the day, Charter School will provide additional supports and interventions to all students, including ELs.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$12,250	Amount	$12,250	Amount	$12,250
Source	Title 1	Source	Title 1	Source	Title 1
Budget Reference	(Fast ForWord) Title 1	Budget Reference	(Fast ForWord) Title 1	Budget Reference	(Fast ForWord) Title 1

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<p align="center">OR</p>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours.	**Priorities 2, 4, & 8:** Charter School will provide additional supports and interventions to all students, including ELs, during after school hours.	**Priorities 2, 4, & 8:** Charter School will provide additional supports and interventions to all students, including ELs, during after school hours.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$40,000	Amount	$40,000	Amount	$40,000
Source	Title 1	Source	Title 1	Source	Title 1
Budget Reference	After-School and Saturday School Enrichment Program (Title 1)	Budget Reference	After-School and Saturday School Enrichment Program (Title 1)	Budget Reference	After-School and Saturday School Enrichment Program (Title 1)

Action　　9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All　　☐ Students with Disabilities　　☐ [Specific Student Group(s)]＿＿＿＿＿＿
Location(s)	☒ All schools　　☐ Specific Schools:＿＿＿＿＿＿　　☐ Specific Grade spans:＿＿＿＿＿

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners　　☐ Foster Youth　　☐ Low Income
Scope of Services	☐ LEA-wide　　☐ Schoolwide　　**OR**　　☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools　　☐ Specific Schools:＿＿＿＿＿＿　　☐ Specific Grade spans:＿＿＿＿＿

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New　☐ Modified　☒ Unchanged	☐ New　☒ Modified　☐ Unchanged	☐ New　☐ Modified　☐ Unchanged
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** MSA Bell leadership will adjust measurements to be reflective on the appropriate growth targets for the specific school year.	**Priorities 2, 4, & 8:** MSA Bell leadership will adjust measurements to be reflective on the appropriate growth targets for the specific school year.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

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Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness.	**Priority 4:** Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness.	**Priority 4:** Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

☐ New	☐ Modified	☒ Unchanged

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 7:

- Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

- 100% of students will have sufficient access to all academic and educational programs provided by the Charter School.

- 20% of students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.

- 100% of students will experience blended learning in their program of study.

Priority 8:

- 80% of students will create or demonstrate a STEAM focused project, experiment, model, or demo.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students who will have sufficient access to all academic and educational	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

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programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters			
Priority 7: Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club	2016-17 (Actual): 21%	2017-18 (Expected): 20%	2018-19 (Expected): 20%	2019-20 (Expected): 20%
Priority 7: Percentage of our students who will receive a blended learning experience	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 8: Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 80%	2017-18 (Expected): 80%	2018-19 (Expected): 80%	2019-20 (Expected): 80%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**Priority 7:** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**Priority 7:** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will design its master schedule to ensure all academic content areas are available to all students, including student groups.	**Priority 7:** Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**Priority 7:** Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	**Priority 7:** Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	**Priority 7:** Charter School will offer an "Advanced Math" class or club to students in grades 6-8.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Priority 7: Charter School will offer a blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	**Priority 7:** Charter School will offer a blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. Goal will be adjusted depending on need of all stakeholders.	**Priority 7:** Charter School will offer a blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. Goal will be adjusted depending on need of all stakeholders.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF

| Budget Reference | Items already identified in other parts of the LCAP. | Budget Reference | Items already identified in other parts of the LCAP. | Budget Reference | Items already identified in other parts of the LCAP. |

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Priorities 7 & 8: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	**Priorities 7 & 8:** Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	**Priorities 7 & 8:** Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP. Additional $5,000	Amount	Items already identified in other parts of the LCAP. Additional $5,000

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Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP. (Additional add $5,000 for VEX robotics) 4345	Budget Reference	Items already identified in other parts of the LCAP. (Additional add $5,000 for VEX robotics) 4345

☐ New	☐ Modified	☒ Unchanged

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 3:

- Charter School will hold 4 quarterly SSC meetings.

- Charter School will hold 4 quarterly English Learner Advisory Committee (ELAC) meetings.

- Charter School will hold 6 Parent Task Force (PTF) meetings.

- Charter School will hold 5 activities/events for parent involvement.

- Teachers will update SIS records daily/weekly.

- Charter School will send 6 progress reports/report cards to parents.

- 25% of Charter School's students will be home-visited by staff.

Priority 5:

- Charter School will maintain an ADA of 95%.

- Charter School will maintain a chronic absenteeism rate of no more than 5%.

- Charter School will maintain a middle school dropout rate of no more than 1%.

Priority 6:

- Charter School will maintain a student suspension rate of no more than 3%.

- Charter School will maintain a low student expulsion rate no more than 1%.

- Charter School will maintain a participation rate of 85% families, 90% students, and 90% staff in the school experience survey.

- Charter School will maintain an approval rating of no less than 80% students, 85% families, and 85% staff in the school experience survey.

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EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of ELAC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of PTF meetings per year	Current: 3 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
Priority 3: Number of activities/events for parent involvement per year	Current: 4 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 5	2018-19 (Expected): 5	2019-20 (Expected): 5
Priority 3: Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
Priority 3: Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
Priority 3: Percentage of students who have been home-visited by the teachers per year	Current: 19% By the end of 2016-17: 25% (Planned)	2017-18 (Expected): 25%	2018-19 (Expected): 25%	2019-20 (Expected): 25%
Priority 5: ADA rate	2015-16 (Actual): 95% Current: 97% By the end of 2016-17: 97% (Projected)	2017-18 (Expected): 95%	2018-19 (Expected): 95%	2019-20 (Expected): 95%
Priority 5: Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 5%	2018-19 (Expected): 5%	2019-20 (Expected): 5%
Priority 5: Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 1%	2018-19 (Expected): 1%	2019-20 (Expected): 1%
Priority 6:	2015-16 (Actual): 0.4%	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

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Student suspension rate	Current: 0% By the end of 2016-17: 0% (Projected)	3%	3%	3%
Priority 6: Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 1%	2018-19 (Expected): 1%	2019-20 (Expected): 1%
Priority 6: School experience survey participation rates	2016-17 (Actual): Students: 95% Families: 96% Staff: 100%	2017-18 (Expected): Students: 85% Families: 90% Staff: 85%	2018-19 (Expected): Students: 85% Families: 90% Staff: 85%	2019-20 (Expected): Students: 85% Families: 90% Staff: 85%
Priority 6: School experience survey average approval rates	2016-17 (Actual): Students: 83% Families: 96% Staff: 89%	2017-18 (Expected): Students: 85% Families: 90% Staff: 85%	2018-19 (Expected): Students: 85% Families: 90% Staff: 85%	2019-20 (Expected): Students: 85% Families: 90% Staff: 85%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	**Priority 3:** Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	**Priority 3:** Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Title 1	Source	Title 1	Source	Title 1
Budget Reference	(Other Food Title 1) 4720	Budget Reference	(Other Food Title 1) 4720	Budget Reference	(Other Food Title 1) 4720

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	**Priority 3:** Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Adjust family workshops to address items of need such as blended learning, SEL, etc.	**Priority 3:** Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Adjust family workshops to address items of need such as blended learning, SEL, etc.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,013,267	Amount	$1,013,267	Amount	$1,013,267
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	(Home Office services includes Parent College and other resources) 5101	Budget Reference	(Home Office services includes Parent College	Budget Reference	(Home Office services includes Parent College and other resources) 5101

	and other resources) 5101	

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

	Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
	Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

	Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
	Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	**Priority 3:** Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. SIS will change to Illuminate.	**Priority 3:** Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. SIS will change to Illuminate.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School teachers will visit families at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** Charter School teachers will visit families at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** Charter School teachers will visit families at their homes to discuss student progress and enhance student learning and involvement.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Title 1	Source	Title 1	Source	Title 1
Budget Reference	Home Visit - Title1	Budget Reference	Home Visit - Title1	Budget Reference	Home Visit - Title1

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Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	**Priority 6:** Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	**Priority 6:** Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action   **8**

	For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	**Priority 6:** Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	**Priority 6:** Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	**Priority 6:** Charter School will annually administer school experience surveys to students, parents, and staff.	**Priority 6:** Charter School will annually administer school experience surveys to students, parents, and staff.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20

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Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

[Estimated Supplemental and Concentration Grant Funds:]	$ 1,091,981	[Percentage to Increase or Improve Services:]	31.16 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours. Charter School strives to refine targeted intervention and tutoring programs and plans to expand other learning opportunities.
- Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

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- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local

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bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

> ### Scope of Service
>
> For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:
>
> - If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
> - If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
> - If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".
>
> **For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either

would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster

children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

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APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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.

LCAP HIGHLIGHTS

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

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

1. Continuation of personalized blended learning and on-going training for all stakeholders.
2. Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs.
3. Providing positive behavior intervention support services to our students through well-established Restorative Practices system.
4. Keeping effective teachers and improving teacher observation and evaluation systems.

Reduce chronic absenteeism to under 5%

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Areas of greatest progress include:

- MSA-San Diego's overall performance in State testing based on California School Dashboard is all blue, highest possible grade.
- MSA-San Diego showed significant growth in state test in both Math and English.
- Our school outperformed all charter middle schools in city of San Diego and all middle schools in Navajo community.
- MSA-San Diego established partnership with the local community college to host summer school and community events like San Diego STEAM Expo.
- The level of parent participation for school events increased significantly.
- The home visit numbers and MSA-San Diego met its target.
- Moving to a new site in 2017-18 school year.
- MSA-San Diego hosted, organized or participated in over 40 school and community events throughout the school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Areas of greatest needs include:

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

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Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

♦ MSA San Diego has all student groups in green or blue based on academic data. Although our EL and African-American population is not significant ,we are closely working on closing the achievement gap for both student groups.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- ♦ Charter School will provide resources to increase outreach efforts to low income families through community events, home visits and other parent involvement opportunities.
- ♦ Continual professional development on ELD instructional strategies
- ♦ Extending the instructional day with after-school or Saturday school enrichment courses as needed.
- ♦ Provide summer school to all student groups to continue to academically support students during summer

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$4,003,484
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$3,227,608

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

$3,264,790	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE   ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 1:

- Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%

- Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%

- Percentage of items on facility inspection checklists in compliance/good standing: 90%

Priority 2:

- Percentage of state standards implementation for all students, including English learners: 100%

Priority 4:

- For all student groups, percentage of students performing proficient on the CAASPP: 3 % increase from 2016 to 2017

ACTUAL

Priority 1:

- Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%

- Percentage of students who have sufficient access to standards-aligned instructional materials: 100%

- Percentage of items on facility inspection checklists in compliance/good standing: 90%

Priority 2:

- Percentage of state standards implementation for all students, including English learners: 100%

Priority 4:

- The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.

ELA/Literacy	Mathematics

	2016	2017 (Projected)	2016	2017 (Projected)
Schoolwide	71%	73%	61%	63%
English Learners	0%	10%	0%	10%
Socioecon. Disadv.	61%	63%	49%	51%
Students w/ Disabilities	33%	35%	39%	41%
African American	43%	45%	40%	42%
Hispanic or Latino	60%	62%	51%	54%
White	77%	79%	66%	68%

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year

- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year

Priority 8:

- Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC is 33%(4 students out of 12 students) last year this number was 50%.

- Percentage of ELs reclassified to Fluent English Proficient (RFEP):

  2015-16: 28%   Current: 16% (2 students out of 12 students)

Priority 8:

- Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives:

  2015-16:94%   Current: 88%   By the end of 2016-17: 90% (projected)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services	PLANNED	ACTUAL
	Priority 1:	**Priority 1:**
	Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported two of our teachers for their credentialing needs. We are compliant with its teacher assignments.
Expenditures	BUDGETED $19,000.00- BTSA Expenses(5863)	ESTIMATED ACTUAL $13000-3 Staff members are in BTSA programs

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$28,074.00 (4100-4200 Books) $79,100.00 (4300-supplies, materials) $ 23,269.00 (4400 Equipment)	$28,074.00 $70,000.00 $ 15,000.00

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 1:	**Priority 1:**
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$56,000.00 (5500-5600 Janitorial Services,*Maintenance,)* *$42,000.00 (Custodian salary & benefits)*	$55,000.00 *$42,000.00*

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 2:	**Priority 2:**
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

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Expenditures

BUDGETED	ESTIMATED ACTUAL
$38,000.00 (5200-5800 PD Expenses) $5,000.00 (4325-Map Testing expenses)	$30,000.00 $5,000.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	**Priorities 2, 4, & 7:** We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00 (ELD curriculum and PD for teachers)	$8,000.00

Action **6**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, 7: Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	**Priorities 2, 4, 7:** Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$3,000.00 (5863 Professional Development on EL strategies)	$3,000.00

Action **7**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	**Priorities 2, 4, & 8:** During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$38,000.00 (EL Support Teacher and Power English and Math teacher salaries)	$38,000.00

Action **8**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	**Priorities 2, 4, & 8:** We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$12,000.00 (After school ELA/math tutoring)	$12,000.00

Action **9**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
120,000.00 (Dean of Academics and Title 1 teacher salaries and benefits)	$120,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. Students' SBAC math proficiency rates increased 7% (from 57% to 61%) and ELA proficiency rates increased 15% (from 61% to 71%). The increase is due in part to our ELA(Study Sync) and Math (McGraw-Hill online curriculum) department's adoption of CCSS adoption. Also our staff participated in variety of CCSS PDs. Our staff meets weekly to discuss student data and they seek ways to support our students in classroom and afterschool. SBAC,CELDT and MAP data are used to identify struggling students and them students are provided intervention services. Targeted interventions include small group instruction, after school tutoring, and Power English and Power Math classes. This year our Math and English teachers administered Interim Block Assessments (IBA) to measure skill mastery. They used this data to support students after school. Based on SBAC testing results we are the highest performing middle school in our community and second highest performing charter middle school in city of San Diego.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 7:

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%

- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Priority 8:

- Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

ACTUAL

Priority 7:

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%

- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

- Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: 11.7%

- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Priority 8:

- Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: Engineering, Creative Writing, Robotics, Graphic Design, World languages etc..

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,287,469.00 (1100 -3000 Staff salaries and benefits)	$2,287,469.00

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide honors math class opportunity for all grade levels and power math and English support classes for all students in need.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$100,000.00 (1300-Dean of Academics)	$100,000.00

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Duplicated expense, included in Goal 2 Action 1.	

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Action **4**

Actions/Services

Expenditures

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We have 1-1 Chromebooks for our students and we keep our technology up to date and. Our teachers have participated in PD on Blended Learning.
BUDGETED	**ESTIMATED ACTUAL**
$110,000.00 (1100.Computer/Technology teacher salaries & benefits)	*$110,000.00*

Action **5**

Actions/Services

Expenditures

PLANNED	ACTUAL
Priorities 7 & 8:	**Priorities 7 & 8:**
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.
BUDGETED	**ESTIMATED ACTUAL**
$6,000.00 (4325-Science Supplies)	*$11,000.00*
$5,000.00 (Academic Completions and STEAM Activities and events expenses)	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide enrichment and support classes based on student needs; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. In addition to providing state of the art STEAM education our school provides different opportunities for students to showcase and compete in STEAM areas. Here are some of the STEAM events that our students participated: California STEM Symposium, San Diego Makers Faire, Mini Makers fairs at Barnes and Noble multiple times during the year, San Diego Festival of Science and Engineering for 4th consecutive year and MPS STEAM Expo. Also we hosted the San Diego STEAM Expo in partnership with Grossmont College for the 2nd year at Grossmont and 4th year overall. Robotics, engineering, and band are our signature programs. Our students won the 1st place at FLL competitions in Southern California for three consecutive years. At the engineering competition, Future City Competition, our students won 2nd Place, best model award and Public's choice awards in Southern California. Finally our band students competed at Knott's Berry Farm Music In The Park competition and won 2nd place.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 3:	**Priority 3:**
▪ Number of School Site Council (SSC) meetings per year: 4	▪ Number of SSC meetings held this school year: 2 Current: 2 By the end of 2016-17: 3
▪ Number of Parent Task Force (PTF) meetings per year: 4	▪ Number of PTF meetings held this school year: 8 Current: 8 By the end of 2016-17: 9
▪ Number of activities/events for parent involvement per year: 5	▪ Number of activities/events held for parent involvement this school year: 16 Current: 20 By the end of 2016-17: 21
▪ Frequency of SIS record updates: Daily/Weekly	▪ Our teachers update SIS records daily/weekly.
▪ Number of progress reports or report cards sent to parents per year: 6	▪ Number of progress reports or report cards sent to parents this school year: 5 Current: 5 By the end of 2016-17: 6
▪ Percentage of students who have been home-visited by the teachers per year: 10%	▪ Percentage of students who have been home-visited by the teachers this school year: 12% Current: 12% By the end of 2016-17: 12%
Priority 5:	▪ ADA rate:
▪ ADA rate: 95%	
▪ Chronic absenteeism rate: 1%	

- Middle school dropout rate: 0%

Priority 6:

- Student suspension rate: Less than 5%

- Student expulsion rate: Less than 1%

- School experience survey participation rates:

  Students: 80%   Families: 25%   Staff: 90%
- School experience survey average approval rates

  Students: 85%   Families: 85%   Staff: 85%

2015-16: 96.7%   Current: 96.2%   By the end of 2016-17: 96.3% (projected)

- Chronic absenteeism rate:

  2015-16: 6.1%   Current: 4.5%   By the end of 2016-17: 5% (projected)

- Middle school dropout rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

Priority 6:

- Student suspension rate:

  2015-16: 1.4%   Current: 1.6%   By the end of 2016-17: 1.6% (projected)

- Student expulsion rate:

  2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

- School experience survey participation rates:

  Students: 93.6%   Families: 32.3%   Staff: 83.8%

- School experience survey average approval rates

  Students: 67%   Families: 96%   Staff: 72%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

	PLANNED	ACTUAL
Actions/Services	**Priority 3:** Charter School will seek parent input in making decisions for the school through quarterly SSC and PTF meetings.	**Priority 3:** We hold quarterly SSC and monthly PTF meetings to seek parent input in making decisions for the school. Also we hosted coffee with principal and breakfast with principal meetings to encourage our parents to participate our LCAP meetings.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$1,000	$600

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, parent conferences, Bingo Night, and University Showcase.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,000.00	$2,000.00

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$24,000.00 CoolSIS	$24,000.00

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 3:	**Priority 3:**
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00-Home Visit Stipends	$5,000.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$90,000.00 (1300-Dean of Culture)	$90,000.00

Action **6**

Actions/Services

PLANNED	ACTUAL
Priority 5:	**Priority 5:**
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$40,000.00(2400-Office Clerk)	$40,000.00

Action **7**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$90,000.00 (1300-Dean of Students)	$90,000.00

Action **8**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,000.00 (Staff PD)	$2000.00

Action **9**

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,000.00 Panorama Education	$2,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held 3 SSC meetings instead of 4 due to attendance. We held monthly PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. We are in the process of adopting restorative practices. Although we have a similar suspension data compared to last school year, we see these numbers as improvement due to the negative effect of political environment on students' relationship with their peers. We implemented positive reinforcements including positive points in CoolSIS and Magnolia dollars for students that are caught being good. Students were able to use their Magnolia dollars to purchase educational gadgets, science kits, etc. at Magnolia Store. Also students with high CoolSIS points enjoyed Pizza parties and Free dress passes. Additionally, students are well aware of our school's policies and sign a contract (Student/Parent handbook) stating that they read and understood all school rules. This ensures that they know what is expected of their behavior and also understand the consequences if and when rules are broken. Our "connectedness" is strong because our policies create reinforcement for positive contributions to our school-students share a responsibility to contribute to our campus' atmosphere.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent workshops. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, three SSC meetings, four Local Governance Committee meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also visited 125 of the parents during this school year and sought feedback from the parents for school improvement.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	**Priority 1:** ▪ To ensure teachers are appropriately assigned and fully credentialed ▪ To ensure students have sufficient access to standards-aligned instructional materials ▪ To ensure school facilities are maintained in good repair **Priority 2:** ▪ To ensure implementation of state board adopted academic content and performance standards for all students, including English learners **Priority 4:** ▪ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments ▪ To ensure EL students make annual progress in learning English ▪ To ensure our students are college/career ready **Priority 8:** ▪ To ensure student proficiency in all courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

Priority 1: Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 1: Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 90%	2019-20 (Expected): 90%
Priority 2: Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Actual): Data is not available yet. Below is the data from 2015-16 All Students: 41.1 points above level 3 English Learners: 18.8 points below level 3 Socioeconomically Disadvantaged: 23.2 points above level 3 Students with Disabilities: 30.4 points below level 3 African American: 13.8 points below level 3 Hispanic: 26.9 points above level 3 White: 50 points above level 3 2016-17 (Projected): All Students: 41.1 points below level 3 English Learners: 18.8 points below level 3 Socioeconomically Disadvantaged: 23.2 points above level 3 Students with Disabilities: 30.4 points below level 3 African American: 13.8 points below level 3 Hispanic: 26.9 points above level 3 White: 50 points above level 3	2017-18 (Expected): All Students: 42 points above level 3 English Learners: 16 points below level 3 Socioeconomically Disadvantaged: 24 points above level 3 Students with Disabilities: 26 points below level 3 African American: 12 points below level 3 Hispanic: 28 points above level 3 White: 52 points above level 3	2018-19 (Expected): All Students: 45 points above level 3 English Learners: 12 points below level 3 Socioeconomically Disadvantaged: 26 points above level 3 Students with Disabilities: 22 points below level 3 African American: 10 points below level 3 Hispanic: 30 points above level 3 White: 54 points above level 3	2019-20 (Expected): All Students: 48 points above level 3 English Learners: 10 points below level 3 Socioeconomically Disadvantaged: 30 points above level 3 Students with Disabilities: 20 points below level 3 African American: 8 points below level 3 Hispanic: 32 points above level 3 White: 56 points above level 3

Priority 4:	2016-17 (Actual): Data is not available yet. Below is the data from 2015-16(Actual)	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	All Students: 28 points above level 3 English Learners: 38.1 points below level 3 Socioeconomically Disadvantaged: 0.7 points below level 3 Students with Disabilities: 31.7 points below level 3 African American: 8.9 points below level 3 Hispanic: 3.4 points above level 3 White: 41.4 points above level 3 2016-17 (Projected): All Students: 28 points above level 3 English Learners: 38.1 points below level 3 Socioeconomically Disadvantaged: 0.7 points below level 3 Students with Disabilities: 31.7 points below level 3 African American: 8.9 points below level 3 Hispanic: 3.4 points above level 3 White: 41.4 points above level 3	All Students: 30 points above level 3 English Learners: 36 points below level 3 Socioeconomically Disadvantaged: 3 points above level 3 Students with Disabilities: 30 points below level 3 African American: 5 points below level 3 Hispanic: 5 points above level 3 White: 43 points above level 3	All Students: 32 points above level 3 English Learners: 32 points below level 3 Socioeconomically Disadvantaged: 5 points above level 3 Students with Disabilities: 28 points below level 3 African American: 2 points below level 3 Hispanic: 7 points above level 3 White: 45 points above level 3	All Students: 34 points above level 3 English Learners: 28 points below level 3 Socioeconomically Disadvantaged: 7 points above level 3 Students with Disabilities: 24 points below level 3 African American: 2 points above level 3 Hispanic: 9 points above level 3 White: 48 points above level 3
Priority 4: Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 33%	2017-18 (Expected): 40%	2018-19 (Expected): 50%	2019-20 (Expected): 55%
Priority 4: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 28% 2016-17 (Projected): 16%	2017-18 (Expected): 30%	2018-19 (Expected): 30%	2019-20 (Expected): 30%
Priority 8: Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	2015-16 (Actual): 94% 2016-17 (Projected): 90%	2017-18 (Expected): 94%	2018-19 (Expected): 94%	2019-20 (Expected): 94%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,000.00	Amount	$15,000.00	Amount	$15,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget	5863	Budget	5863	Budget	5863

Reference		Reference		Reference	

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$130,000.00	Amount	$140,000.00	Amount	$180,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4100, 4200,4300, 4400	Budget Reference	4100, 4200,4300, 4400	Budget Reference	4100, 4200,4300, 4400

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$100,000.00	Amount	$110,000.00	Amount	$110,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5615,5500, 2900, 3000	Budget Reference	5615,5500, 2900, 3000	Budget Reference	5615,5500, 2900, 3000

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$45,000.00	Amount	$45,000.00	Amount	$45,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action　　**5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All　　☐ Students with Disabilities　　☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools　　☐ Specific Schools:_____　　☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners　　☐ Foster Youth　　☐ Low Income
Scope of Services	☐ LEA-wide　　☐ Schoolwide　　**OR**　　☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools　　☐ Specific Schools:_____　　☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New　☐ Modified　☒ Unchanged	☐ New　☐ Modified　☒ Unchanged	☐ New　☐ Modified　☒ Unchanged
Priorities 2, 4, & 7: Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000.00	Amount	$10,000.00	Amount	$10,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4100, 4200, 4300,5863	Budget Reference	4100, 4200, 4300,5863	Budget Reference	4100, 4200, 4300,5863

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,000.00	Amount	$3,000.00	Amount	$3,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.

Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$40,000.00	Amount	$40,000.00	Amount	$40,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	3010	Budget Reference	3010	Budget Reference	3010

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$12,000.00	Amount	$12,000.00	Amount	$12,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	1100	Budget Reference	1100	Budget Reference	1100

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$120,000.00	Amount	$120,000.00	Amount	$120,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100,1300	Budget Reference	1100,1300	Budget Reference	1100,1300

☐ New	☐ Modified	☒ Unchanged

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	**Priority 7:** ▪ To increase student access to a broad course of study ▪ To offer innovative courses and programs **Priority 8:** ▪ To ensure student participation and achievement in innovative courses and programs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students enrolled in the Charter	2016-17 (Actual): 3.4%	2017-18 (Expected): 5%	2018-19 (Expected): 5%	2019-20 (Expected): 5%

School's grades 6-8 who will take the "Advanced Math" class or club				
Priority 7: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 8: Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,287,469 .00	Amount	$2,300,000.00	Amount	$2,300,000.00
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	1100,1300,2400,2900,3000	Budget Reference	1100,1300,2400,2900,3000	Budget Reference	1100,1300,2400,2900,3000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$100,000.00	Amount	$100,000.00	Amount	$100,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300	Budget Reference	1300	Budget Reference	1300

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Included in Goal 2.Action 1	Amount	Included in Goal 2.Action 1	Amount	Included in Goal 2.Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Included in Goal 2.Action 1	Amount	Included in Goal 2.Action 1	Amount	Included in Goal 2.Action 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 7 & 8: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4325	Budget Reference	4325	Budget Reference	4325

☐ New   ☐ Modified   ☒ Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 3:
- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Number of SSC meetings per year	Current: 2 By the end of 2016-17: 3 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of PTF meetings per year	Current: 8 By the end of 2016-17: 9 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of activities/events for parent involvement per year	Current: 16 By the end of 2016-17: 20 (Planned)	2017-18 (Expected): 5	2018-19 (Expected): 5	2019-20 (Expected): 5
Priority 3: Frequency of SIS record	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly

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updates				
Priority 3: Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
Priority 3: Percentage of students who have been home-visited by the teachers per year	Current: 12% By the end of 2016-17: 12% (Planned)	2017-18 (Expected): 12%	2018-19 (Expected): 15%	2019-20 (Expected): 15%
Priority 5: ADA rate	2015-16 (Actual): 96.7% Current: 97% By the end of 2016-17: 96.3% (Projected)	2017-18 (Expected): 96.7%	2018-19 (Expected): 96.7%	2019-20 (Expected): 97%
Priority 5: Chronic absenteeism rate	2015-16 (Actual): 6.1% Current: 4.5% By the end of 2016-17: 5% (Projected)	2017-18 (Expected): 4%	2018-19 (Expected): 4%	2019-20 (Expected): 4%
Priority 5: Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 6: Student suspension rate	2015-16 (Actual): 1.4% Current: 1.6% By the end of 2016-17: 1.6% (Projected)	2017-18 (Expected): 1%	2018-19 (Expected): 1%	2019-20 (Expected): 1%
Priority 6: Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 6: School experience survey participation rates	2016-17 (Actual): Students: 93.6% Families: 32.3% Staff: 83.8%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	2018-19 (Expected): Students: 85% Families: 55% Staff: 85%	2019-20 (Expected): Students: 85% Families: 55% Staff: 85%
Priority 6: School experience survey average approval rates	2016-17 (Actual): Students: 67% Families: 96% Staff: 72%	2017-18 (Expected): Students: 85% Families: 95% Staff: 85%	2018-19 (Expected): Students: 85% Families: 95 Staff: 85%	2019-20 (Expected): Students: 85% Families: 95% Staff: 85%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC and PTF meetings.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000.00	Amount	$1,000.00	Amount	$1,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4720	Budget Reference	4720	Budget Reference	4720

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000.00	Amount	$2,000.00	Amount	$2,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	4720	Budget Reference	4720	Budget Reference	4720

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$24,000.00	Amount	$24,000.00	Amount	$24,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5887	Budget Reference	5887	Budget Reference	5887

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000.00	Amount	$5,000.00	Amount	$5,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	1100	Budget Reference	3010	Budget Reference	3010

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$90,000.00	Amount	$90,000.00	Amount	$90,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300,3100	Budget Reference	1300	Budget Reference	1300

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$40,000.00	Amount	$40,000.00	Amount	$40,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2400,3200	Budget Reference	2400,3200	Budget Reference	2400,3200

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$90,000.00	Amount	$90,000.00	Amount	$90,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300,3100	Budget Reference	1300,3100	Budget Reference	1300,3100

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,000.00	Amount	$2,000.00	Amount	$2,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$2,000.00	Amount	$2,000.00	Amount	$2,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5822	Budget Reference	5822	Budget Reference	5822

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 131,351.00	Percentage to Increase or Improve Services:	4.24 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

☐ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

☐ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

☐ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

☐ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

☐ Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings and parent workshops are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

☐ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

☐ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

☐ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

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Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

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LCAP Year ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	SBE Magnolia Science Academy Santa Ana		
Contact Name and Title	Laura Schlottman, Principal	Email and Phone	lbschlottman@magnoliapublicschools.org (714) 479-0115

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM 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.

Tutoring, morning school, after-school program, Saturday academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication and improves students' knowledge and skills in core subjects, thereby increasing their 21st century skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In 2016-17 academic year, Magnolia Science Academy-Santa relocated to its brand new campus at 2840 West 1st Street, Santa Ana. Grades TK-5 were added to grades served (6-12) in the 2016-2017 school year. We serve 635 students, for the 2016-17 school year, in grades TK-12 and we are increasing our enrollment in 2017-18 (approximately to 800). The new facility cost about $18 million and was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction for 2017-18 includes a regulation size gym, playgrounds and an outside cafeteria to serve several functions. The building has a 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) for elementary grades. The PLTW Gateway computer-program will be added to middle school for the 2017-18 school year.

LCAP HIGHLIGHTS

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

The highlights of our LCAP is the alignment that the team has been strategic about developing so that everyone understands the vision and mission that drives our school to highly effectiveness. The main highlights are: **Excellence, Innovation and Connection** (EIC) pillars that will guide our action plan. MSA-SA wants to continue to work towards promoting and developing academic excellence, for all of our students. Academic excellence is the desire to pursue knowledge and excellence and to contribute original and proactive ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. Innovation is our second highlight; we want to support students to have freedom to choose how and what they learn. In addition, the school wants to be innovative as to how the students are being supported. Lastly, 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 implementation of restorative justice practices and growth mindset.

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

☐ Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College, Parent Workshops, Parent Task Force (PTF) and the School Site Council (SSC)

☐ The need to continue our improvements in designated and integrated English Learner programs

☐ Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

☐ Providing counseling and positive behavior intervention support services to our students

☐ Increasing the extra curricular activities such as athletics programs

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

We are most proud of our growth data. According to the newly released California accountability dashboard, all of our student groups grew in both math and English in 2016-17 school year. In addition, our student groups such as: ELD, SPED, Hispanic, Low SES also grew. We are also very proud that we are maintaining our 100% graduation rate and have a low suspension rate in spite of the big adjustment to our new neighborhood, Santa Ana after relocated from Costa Mesa.

Last school year was a year in which we developed very strong intervention programs. With the growth in enrollment and expansion, we have been making some adjustments, however, we were able to replicate a lot of the programs that supported our students throughout the years. We continued to use internal data to measure growth throughout the year (NWEA MAPs, SBAC IABs and ICAs). In addition, after reviewing our parent satisfaction survey we noted that our parents rated our school a 5 out of 5 in overall satisfaction based on our school's annual parent survey results (Panorama ed.). We continuously review the feedback that we receive from parents, students, teachers and other stakeholders and revise our action plans to help us reach our greatest potential and to continue to serve our community as best as we can.

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We monitor our intervention programs on a monthly basis and to ensure that our interventions are effective for all students. Our greatest progress this year, in our new environment, has been supporting our students that were failing multiple courses or displayed behavior concerns that required Tier II intervention. The Foster and Homeless liaison has partnered with the community and is now providing more aide and resources to our "at risk" populations (e.g. school supplies, food, clothes, mental health free community services etc.) The connectedness with our stakeholders has improved this year, too. We are now providing parent workshops, parent college program and English classes for our parents.

As MSA-SA progresses, we have noted that our seniors are getting accepted into a wider variety of colleges across the nation (e.g UCLA, UC Berkeley, UCI, Penn State etc.). This not only speaks to our ability to nurture our students academically but it gives them an opportunity to experience life outside their home community and opens their world to so many life experiences.

Our STEAM programs have also grown immensely! Our academic Pentathlon won 1st place in Orange county and received 60 award. Our students won 1st place in an MPS Art contest. An elementary student won 1st place in technology at our MPS annual STEAM Expo. Our STEAM programs have tripled and more students are participating in programs such as VEX robotics, LEGO robotics, Science Olympiads, scholastic and art competitions!

Below table depicts our student group performances at the 2015-16 SBACs based on the dashboard

All Students 2015-16 (SBAC-**ELA**)			
Student Performance	**Number of Students**	**Status**	**Change**
NA	80	High 21.3 points above level 3	Increased Significantly +50.4 points

All Students 2015-16 (SBAC-**Math**)			
Student Performance	**Number of Students**	**Status**	**Change**
NA	80	High 2.3 points above level 3	Increased Significantly +28.4 points

English Learners 2015-16 (SBAC-ELA)			
Student Performance	**Number of Students**	**Status**	**Change**
NA	24	High 21.3 points above level 3	Increased Significantly +50.4 points

English Learners 2015-16 (SBAC-Math)			
Student Performance	**Number of Students**	**Status**	**Change**
NA	24	Low 30.9 points below level 3	Increased Significantly +20.7 points

Socioeconomically Disadvantaged 2015-16 (SBAC-ELA)			
Student Performance	**Number of Students**	**Status**	**Change**
Blue	55	Very High	Increased Significantly

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		45.9 points above level 3	+67.7 points

Socioeconomically Disadvantaged 2015-16 (SBAC-Math)			
Student Performance	**Number of Students**	**Status**	**Change**
Green	55	Medium 19.4 points below level 3	Increased Significantly +36.7 points

Student with disabilities 2015-16 (SBAC-ELA)			
Student Performance	**Number of Students**	**Status**	**Change**
NA	14	Low 18.9 points below level 3	Increased Significantly +47.6 points

Student with disabilities 2015-16 (SBAC-Math)			
Student Performance	Number of Students	Status	Change
NA	14	Low 81.3 points below level 3	Increased Significantly +21.9 points

MSA-SA maintained 100% graduation rate for 12th grade students for the third year in a row.

High School Graduation rate			
Class or 2014	**Class or 2015**	**Class or 2016**	**Class or 2017 (Projected)**
100% (10 students)	100% (4 students)	100% (12 students)	100% (11 students)
*This data includes students that have been enrolled for at least 2 years prior to graduation.			

-MAP Data-

Criteria- Met Growth Target	MATH		READING	
	Fall 2016	SPRING 2017 (Projected)	FALL 2016	SPRING 2017 (Projected)
School-wide	29%	34%	35%	40%
ELL	10%	15%	12%	17%
Free/Reduced Lunch	25%	30%	29%	34 %
Students w/disabilities	6%	11%	8%	13%

Hispanic/Latino	25 %	30%	31%	36%
White	53%	58%	61%	66%

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Based on the most recent CA Accountability Dashboard, MSA-SA dis not have any ratings of "Red" or "Orange" in any indicators. It should be noted that 2016-17 data is not reflective of our current populations because last year we only served grades 6-12th and had 150 students enrolled. This year we are serving grades TK-12th grades and our current enrollment is 650. In addition to increase in grade levels and student numbers, MSA-SA has a shift in student demographics. Most noticeable shifts are in ELL (42%) and Homeless/Foster Youth (18%) student groups. MSA-SA historically server a high number of students with special needs (17%). This trend will continue as we grow to 800 students in 2017-18.

Based on the performance gap analysis below, we identified (MATH and ELA student group needs): SpEd and ELLs.

We recognized earlier that increase in social-emotional learning and mental health services was going to be a need, but we did not anticipate how much of a need it was going to be for our students and stakeholder community. With our experience this year, we now are making it priority to offer on-site socio-emotional and mental health support through a qualified professional position and/or coordinated services for the coming school year. In addition we are revisiting our GRFL/Life Skills curriculum that supports our K-12 school model and fits our Magnolia Pillars (Innovation, Connection, and Excellence).

MAP DATA Criteria- Met Projected Growth	MATH		READING	
	Fall 2016	SPRING 2017 (Projected)	FALL 2016	SPRING 2017 (Projected)
Schoolwide	29%	34%	35%	40%
ELL	10%	15%	12%	17%
Free/Reduced Lunch	25%	30%	29%	34 %
Students w/disabilities	6%	11%	8%	13%

Hispanic/Latino	25 %	30%	31%	36%
White	53%	58%	61%	66%

 Needs: Mental Health Services, Mentorship Program, Athletics, improve SPED awareness, Growth Mindset and PBIS Practices and Consistency.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

We determined our greatest gaps based on our internal performance data such as NWEA, PSAT, and IABs, and ICAs.

College Readiness Data: We see a gap in our Hispanic students because they have lower than 20% PSAT proficiency scores. In addition, we see that our Hispanic females are taking fewer AP tests and/or passing with a 3 or better.

The leadership team is building a professional development plan that will focus on strategies for working with our English leaner and Special Education populations. One immediate focus will be making sure all teachers attend summer trainings on how to work with paraprofessionals in the classroom. Giving teachers the skills to work effectively with our Special Education paraprofessionals will benefit all struggling students in the classroom. Additionally, leadership team has decided to continue with our intervention programs, Power Math, and Power English, at the middle school level. We will also be continuing our designated ELD classes K-12, in order to ensure that all students receive the support they need.

PERFORMANCE GAPS

ICA 2017 MATHEMATICS

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	49	18	37%	14	29%	14	29%	3	6%
4	54	19	35%	21	39%	13	24%	1	2%
5	49	19	39%	17	35%	9	18%	4	8%
6	63	32	51%	19	30%	7	11%	5	8%
7	79	28	34%	34	43%	9	11%	8	10%
8	45	16	36%	12	27%	7	16%	10	22%

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Total	339	132	39%	117	35%	59	17%	31	9%

ICA 2017 ELA/READING

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	49	22	45%	16	33%	6	12%	5	10%
4	54	28	52%	8	15%	9	17%	9	17%
5	48	15	31%	9	19%	14	29%	10	21%
6	62	17	27%	27	44%	13	21%	5	8%
7	81	26	32%	20	25%	21	26%	14	17%
8	43	7	16%	5	12%	19	44%	12	28%
Total	337	115	34%	85	25%	82	24%	55	16%

When we compare Fall 2016 MAP and ICA 2017 data, we see a 3% decrease in schoolwide math proficiency level while there is a 5% increase in Reading/ELA proficiency level.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

☐ MSA-SA will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings

☐ EL students will receive in-class instructional support, which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.

☐ MSA-SA will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.

☐ MSA-SA will provide academic supports and remediation, counseling, and social/emotional support to our students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$8,644,095
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$5,323,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expense, accounting and back-office, legal marketing, IT, communications, postage etc.

$7,270,749	Total Projected LCFF Revenues for LCAP Year

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Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Priority 1:	**Priority 1:**
1. Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	1. Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100% **(MET)**
2. Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	2. Percentage of students who have sufficient access to standards-aligned instructional materials: 100% **(MET)**
3. Percentage of items on facility inspection checklists in compliance/good standing: 90%	3. Percentage of items on facility inspection checklists in compliance/good standing: more than 90% **(MET)**
Priority 2:	**Priority 2:**
4. Percentage of state standards implementation for all students, including English learners: 100%	4. Percentage of state standards implementation for all students, including English learners: 100% **(MET)**
Priority 4:	**Priority 4:**
5. For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017	5. For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017 **(PENDING SPRING 2017 DATA)**
	When we compare Fall 2016 MAP and ICA 2017 data, we see a 3% decrease in schoolwide math proficiency level while there is a 5% increase in Reading/ELA proficiency level. We will revisit this priority when we have our Spring CAASPP data.
	6. Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring **(PENDING SPRING 2017 DATA)**

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6. Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring

7. Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 90%

8. Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year

9. Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year

10. Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 40%

11. Percentage of students in grades 8-11 who will participate in the PSAT test: 80%

12. Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 40%

13. Percentage of students in grade 11 who will participate in the EAP assessment: 80%

14. Percentage of students who demonstrate college preparedness out of all students who participate in the EAP assessment: 40%

Priority 8:

15. Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%
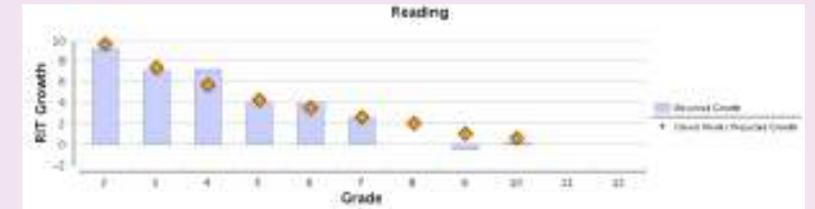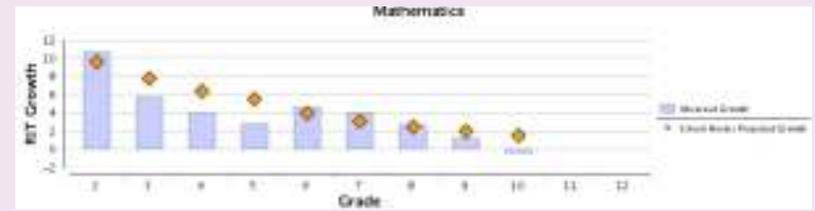
Since the data for comparison between Fall and Spring is pending we are looking at Winter MAP data. Students that needed intervention (ELD, Title I, SpEd) were assessed and for math we notices that students in grade 3,4,5, 9, and 10 did not meet the projected growth. Students in grades 3,5,8,9, and 10 did not meet their projected reading growth.

7. Percentage of graduating seniors who successfully completed courses that satisfy the UC/CSU or career technical education program requirements **(MET)**

2015-16: 100%   2016-17: 100% (projected)

8. Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.

2015-16: 40%   2016-17: 25%

9. Percentage of ELs reclassified to Fluent English Proficient (RFEP):

Current: 23%   By the end of 2016-17: 25% (projected)

10. Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 40%. We project a rate of 50% in 2016-17. **(MET)**

2015-16: 27%   By the end of 2016-17: 45% (projected)

11. Percentage of students in grades 8-11 who have participated in the PSAT test: 90% **(MET)**

12. Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: 26% **(NOT MET)**

13. Please note that the state has developed new indicators for college/career readiness, including SBAC, dual enrollment, AP, and CTE criteria. The Charter School will replace the language of the EAP outcome with "Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments." **(NOT MET)**

Met/exceeded standard on both ELA and Mathematics on Smarter Balance: 50% (projected)

14. Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments:

2015-16: 60%   2016-17: 50% (projected)

Priority 8:

15. Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives:

2015-16: 80%   Current: 75%   By the end of 2016-17: 82% (projected)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	**Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	**Priority 1:** All teacher credentials have been reviewed. We have supported two of our teachers for their credentialing needs. We are compliant with teacher assignments.
Expenditures	**BUDGETED** $10,000.00 (*5863-BTSA expenses, EL authorization fees*)	**ESTIMATED ACTUAL** $14,882.00

Action 2

	PLANNED	ACTUAL
Actions/Services	**Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.

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Expenditures

BUDGETED	ESTIMATED ACTUAL
$200,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	$224,662.32

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$35,000.00 *(Ex: 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits)*	$133,618.00

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

Expenditures

BUDGETED	ESTIMATED ACTUAL
$50,000.00 *(Ex: MAP testing fees, PD, 5800 Professional Development on CCSS)*	$(return),000.00 (AR $6,849.24, nwea $5,676)

Action **5**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	**Priorities 2, 4, & 7:** We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$25,000.00 *(Ex: ELD core materials, ELD supplemental materials Focused PD on ELD standards)*	$20,000.00

Action **6**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 7:	**Priorities 2, 4, & 7:**
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,000.00 *(Ex: 5800 Professional Development on EL strategies)*	$7,500.00

Action **7**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$150,000.00 *Power English and Math teacher salaries (Title I funds) ????*	$150,000.00

Action **8**

Actions/Services

PLANNED	ACTUAL
Priorities 2, 4, & 8:	**Priorities 2, 4, & 8:**
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$40,000.00 *After school and Saturday ELA/math tutoring (Title I funds)*	$58,600.00

Action   **9**

Actions/Services	**PLANNED** **Priorities 2, 4, & 8:** Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**ACTUAL** **Priorities 2, 4, & 8:** Working with the Home Office, our Dean of Academics and RTI Coordinator synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.
Expenditures	**BUDGETED** $80,000.00 *Dean of Academics salary & benefits, Illuminate?*	**ESTIMATED ACTUAL** $105,000.00

Action   **10**

Actions/Services	**PLANNED** **Priority 4:** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	**ACTUAL** **Priority 4:** Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.
Expenditures	**BUDGETED** $75,000.00 *College Counselor Salary & Benefits*	**ESTIMATED ACTUAL** College Readiness Block Grant (CRBG)=$75,000.00

Action   **11**

Actions/Services	**PLANNED** **Priority 4:** Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	**ACTUAL** **Priority 4:** Based on student needs and interests, we have offered the following AP courses this year: AP Calculus, AP Language, AP World History.
Expenditures	**BUDGETED** $6,000.00 *(AP teacher add-on salaries, AP workshops, test fees)*	**ESTIMATED ACTUAL** $6,000.00

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Action **12**

Actions/Services

PLANNED	ACTUAL
Priority 4:	**Priority 4:**
Charter School 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.	We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00 *Naviance, ACT/SAT Prep workbooks/program*	$30,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our goal for next school year is to increase our reclassification rate by at least 5%, from 25% to 30%. This year our reclassification rate is 25.09% so far; we currently have 18 students out of 268 English Learners pending who need to meet the minimum MAP score criterion, which is one of the four criteria that we use to reclassify our students. We have targeted intervention for all our middle school and high school English learner students. Students that scored level 1 and 2 overall in CELDT test take an ELD class, which is designated to support these students with their specific needs. Students with an overall level 3 CELDT test scores and those with an overall level 4 who have not met the minimum MAP test scores to be reclassified take power English class (ELA intervention) in addition to their regular English Language Art class to provide additional support. Our last year's ELA SBAC test scores show an increase of 20% on proficiency from 53% to 73%.

All English teachers have a folder in their classroom for each of their English Learners students with this year's CELDT test scores and MAP test scores, so they can better support and target each student individual needs. In these folders teachers collect work samples where they gather evidence to monitor student progress.

Additionally, Sustained Silent Reading is our reading program that all students in middle school have in their schedules for 30 minutes four times a week. We recently started using MyOn, an adaptive online reading program, where students have access to more than 7,000 books. This program gives us an array of reports with each student Lexile and their growth overtime which help us understand how to better support our students.

In elementary, teachers have designated time where they provide small group intervention to support English learners. All elementary teachers also have English learners folder where they collect data to monitor students learning goals. They also use Mindplay, MyOn and Accelerated Reading. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | We budgeted $35,000 for janitorial services, but we had to increase services during the year because we received feedback from stakeholders and we decided to hire our own staff instead of receiving services from an outside agency. We budgeted for two teachers' BTSA expenses, but we added a third teacher. In addition, we only have minor differences between Budgeted and Estimated Actual Expenditures for College Readiness because a grant became available during the year. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. The most challenging part of this task is having over 400 new students. The annual update and the new goals will not be very similar because the data that we have from last year only represents about 15% of our current population. The reason we will have such difference is due to our relocation (from Costa Mesa to Santa Ana), our grade expansion (from 6-12th grade to TK-12th grades) and our enrollment expansion (from 150 to 650).

Another change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. |

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Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 7:

1. Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

2. Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

3. Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%

4. Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Priority 8:

5. Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

ACTUAL

Priority 7:

1. Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100% **(MET)**

2. Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100% **(MET)**

3. Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: more than 5% **(MET)**

4. Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100% **(MET)**

Priority 8:

5. Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: more than 80% **(MET)**

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: art, computer, A+, Academic Pentathlon, Academic Decathlon, Science Olympiad, VEX Robotics, MESA Club, Drama club, Lego Robotics club.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$3,504,384.00	$3,526,020.00

Action **2**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$9,800.00 (Ex. PLTW, fuelEd)	$14,709

Action **3**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$-*(Ex: Any additional stipend?)?*	$850.00

Action **4**

Actions/Services

PLANNED	ACTUAL
Priority 7:	**Priority 7:**
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$- *(Ex: Computer/Technology teacher salaries & benefits)*	$75,000.00?

Action **5**

Actions/Services

PLANNED	ACTUAL
Priorities 7 & 8:	**Priorities 7 & 8:**
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$- *(Ex: STEAM Expo expenses, science equipment,)*	$3,400.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. Currently, our graduation requirements for 12th graders require that they take 2 years of computer class and all 9th and 10th grade students are taking computer classes. In addition, we increased our participating in different competitions such as: science Olympiads, academic pentathlon, academic decathlon, A+, and STEAM Expo participation. Our students earned many awards this year including: 1st place in art, 1st place in academic pentathlon, 1st place in technology etc.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We did not include our teacher's salary and we made this adjustment later in the year because this was the adequate place to budget that under to help us meet priorities 7 and 8. In addition, we did purchase a lot of chromebooks but we did not budget that in here because this was due to our expansion TK-12th grade. For example; we budgeted $30K for online courses, but we only had to spend $10K … or we budgeted for $25,000 for 100 Chromebooks, but we ended up buying 500. Other than that we only have other minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3:

1. Number of School Site Council (SSC) meetings per year: 4

2. Number of English Learner Advisory Committee (ELAC) meetings per year: 4

3. Number of Parent Task Force (PTF) meetings per year: 4

4. Number of activities/events for parent involvement per year: 5

5. Frequency of SIS records updates: Daily/Weekly

6. Number of progress reports or report cards sent to parents per year: 6

7. Percentage of students who have been home-visited by the teachers per year: 25%

Priority 5:

8. ADA rate: 95%

9. Chronic absenteeism rate: 0%

10. Middle school dropout rate: 0%

11. High School dropout rate: 0%

12. Four-year cohort graduation rate: 100%

ACTUAL

Priority 3:

1. Number of SSC meetings held this school year: 8 **(MET)**

     Current: 8   By the end of 2016-17: 8 (planned)

2. Number of ELAC meetings held this school year: 5 **(MET)**

     Current: 5   By the end of 2016-17: 6 (planned)

3. Number of PTF meetings held this school year: 8 **(MET)**

     Current: 7   By the end of 2016-17: 8 (planned)

4. Number of activities/events held for parent involvement this school year: 40+ **(MET)**

     Current: 40   By the end of 2016-17: 40+ (planned)

5. Our teachers update SIS records daily/weekly **(MET)**

6. Number of progress reports or report cards sent to parents this school year: 6 **(MET)**

     Current: 5   By the end of 2016-17: 6 (planned)

7. Percentage of students who have been home-visited by the teachers this school year: 15%

     Current: 15%   By the end of 2016-17: 25% (planned)

8. ADA rate: **(MET)**

     2015-16: 95%   Current: 96%   By the end of 2016-17: 97% (projected)

Priority 6:

13. Student suspension rate: <1%

14. Student expulsion rate: <1%

15. School experience survey participation rates:

Students: 80%   Families: 80%   Staff: 80%

16. School experience survey average approval rates

Students: 80%   Families: 80%   Staff: 80%

9. Chronic absenteeism rate: **(NOT MET)**

2015-16: 5%   Current: 4%   By the end of 2016-17: 5% (projected)

10. Middle school dropout rate: **(MET)**

2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

11. High school dropout rate: **(MET)**

2015-16: 0%   Current: 0%   By the end of 2016-17: 0% (projected)

12. Four-year cohort graduation rate: **(MET)**

2015-16: 100%   By the end of 2016-17: 100% (projected)

Priority 6:

13. Student suspension rate: **(MET)**

2015-16: 0%   Current: 0.003%   By the end of 2016-17: 0% (projected)

14. Student expulsion rate: **(MET)**

2015-16: 0%   Current: 0%   By the end of 2016-17: 0.001% (projected)

15. School experience survey participation rates: **(NOT MET)**

Students: 90.3% (met)   Families: 80.2% (met)   Staff: 73.6% (did not meet)

16. School experience survey average approval rates **(NOT MET)**

Students: 69% (did not meet)   Families: 90 % (met) Staff: 78% (did not meet)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	**Priority 3:** We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$16,100.00 *(Example: Parent College, and meeting food)*	$13,389.00

Action

2

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	**Priority 3:** We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, parent conferences, Parent College, Elementary Open House, Art Gallery Night, Winter Fest, Cinco de Mayo Festival, Parent Workshops, monthly Coffee with the Principals, etc.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00	$5,000.00

Action

3

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	**Priority 3:** We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$25,000.00 *(Ex: 5800-SIS fees)*	$14,726.00

Action

4

Actions/Services

PLANNED	ACTUAL
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000.00 *(Ex: Home-visit stipends)*	$12,500.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$70,000.00 *(Ex: Dean of Culture/Life Skills salary & benefits, behavior counselor?)*	$75,000.00

Action **6**

Actions/Services

PLANNED	ACTUAL
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$20,000.00 *(Ex: Attendance clerk salary & benefits)*	$70,000.00

Action **7**

Actions/Services

PLANNED	ACTUAL
Priority 5: Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	**Priority 5:** We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$70,000.00 (Duplicated expense: See Goal 1, Actions 10 & 12)	$80,000.00 (Duplicated expense: See Goal 1, Actions 10 & 12)

Action 8

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$80,000.00 (Dean of Students salary & benefits)	$80,000.00

Action 9

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$35,000.00 *Teacher PD on classroom management, etc.???*	$7,800.00

Action 10

Actions/Services

PLANNED	ACTUAL
Priority 6:	**Priority 6:**
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,000.00 *Survey expenses*	$416.71

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held monthly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	**ADA:** Daily reminded in our morning announcements about attendance goals, free dress for grade groups who meet attendance goals, free dress for entire school if students keep campus clean and meet attendance goals. **Decrease Suspension Rate/Improve School Culture:** *PBIS*-Girls Empowerment Class, PureGame Soccer Character Education, Edge Coaching, Wellness Program Workshops, Beyond Bullies SSR curriculum, Principal's Advisory Committee. *CoolSIS Rewards*-Ice Cream Party, Pizza Party, Free Dress, Jamba Juice, VIP Lunch with Principal, Pirate Shirts, Positive referrals (given by teachers for staying on task, for At Risk Students). Monthly Assembly Recognitions to reward good behavior, character, attendance and academics. Alternative to Suspension-Behavior reflection, Saturday reflection, parent conferences.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-SA has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. MSA-SA met with parents to discuss the progress of the 2016-17 LCAP on November 4, 2016 during our monthly Coffee with the Principal. The information was also shared with our Parent Task Force on November 15, 2016. As a result of both of these meetings, leadership determined that a meeting to explain what LCAP is and how it works regarding the funding of the school was needed. That meeting was held on November 17, 2016. During this meeting, parents were given time to review the 3 goals of our LCAP, and provide feedback regarding those goals.

As soon as the leadership team began the planning process for the 2017-18 LCAP, we planned meetings to get stakeholder input. The first meeting was held with our School Site Council on March 15, 2017. This meeting had parents, students, teacher, and administrators present, and many volunteered to sit on the LCAP committee for the 2017-18 LCAP. The LCAP Committee met on March 22, 2017 to discuss the progress on the 2016-17 LCAP, as well as determine the goals for the 2-17-18 LCAP. On April 19, 2017, the information gathered from the LCAP Committee was shared with the School Site Council. School Site Council voted to continue the LCAP committee through a review of the 2017-18 LCAP on April 25, 2017 prior to its presentation to the SSC and the Board in May.

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

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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

▪ **Providing counseling and behavior support services to our students (Social Emotional Support)**
▪ **Increasing the safety of all students in particular during the after school program and on Saturdays.**
▪ **Improvements in designated/integrated English Learner services**
▪ **Expanding after school, Saturday school, and summer school opportunities in the STEAM fields.**
▪ **Strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses and higher PSAT scores.**
▪ **Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom**
▪ **Expanding STEAM-based programs and activities**
▪ **Other input includes improving school facilities and the lunch program.**
▪ **Increase Growth mindset based survey results.**
▪ **Adopt a K-12 GRFL/Life skills curriculum.**

At the beginning of the year, leadership team presented the 2016-2017 LCAP to parents in order to familiarize them with the LCAP and goals for the year. Parents were given an opportunity to ask questions about the LCAP, as well as see the progress that the school had made toward reaching the goals in the LCAP.

During the Coffee With The Principal in November 17, 2016 meeting, parent participants were able to break down each of the goals for the 2016-2017 school year. Participants gave feedback on the progress on the goals, as well as provide ideas of how the school can improve on their progress toward meeting those goals. Participants were also able to ask any questions that they had on the LCAP, and the school's goals. This information was shared with the leadership team prior to starting to plan the 2017-2018 LCAP.

In March, leadership brought the 2016-2017 LCAP to our School Site Council (SSC) team to review the current progress, and move forward with planning the 2017-2018 LCAP. SSC was given the opportunity to review LCAP and current school assessment data in order to determine the direction SSC felt the LCAP should move in for the 2017-2018 school year. During this meeting our SSC determined that an LCAP Committee was needed in order to provide a more in depth review of the 2016-2017 LCAP. Volunteers were taken for the Committee, and voted on by our SSC. This Committee met on March 22, 2017. During this meeting, LCAP Committee team members reviewed the 2016-2017 LCAP, and were given the opportunity to provide feedback. Committee members were tasked with speaking to other stakeholders about the LCAP, and getting their feedback and ideas for the 2017-2018 LCAP. Committee members gave the feedback and ideas they received from stakeholders to the leadership team by Friday, April 7, 2017. Through this process leadership team was able to determine two over arching areas of need for the 2017-2018 LCAP, along with several other items to support the goals of the LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 1:
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:
- To ensure implementation of state board adopted academic content and performance standards for all students, including English learners

Priority 4:
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure our students are college/career ready

Priority 8:
- To ensure student proficiency in all courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

Priority 1: Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 1: Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): >90%	2017-18 (Expected): >90%	2018-19 (Expected): >90%	2019-20 (Expected): >90%
Priority 2: Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): Blue 80 / Very High / 57.4 points above level 3 / Increased Significantly +62.4 points	2017-18 (Expected): Maintain for 2017-18 due to enrolling over 500+ new students, addition K-5th grade and shifting significantly our demographics. We will update this entire section next year.	2018-19 (Expected): Maintain for 2018-19	2019-20 (Expected): Maintain for 2019-20
Priority 4: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual): Blue 80 / High / 2.3 points above level 3 / Increased Significantly +28.4 points	2017-18 (Expected): Maintain for 2017-18 due to enrolling over 500+ new students, addition K-5th grade and shifting significantly our demographics. We will update this entire section next year.	Maintain for 2017-18 due to enrolling over 500+ new students, addition K-5th grade and shifting significantly our demographics. We will update this entire section next year.	Maintain for 2017-18 due to enrolling over 500+ new students, addition K-5th grade and shifting significantly our demographics. We will update this entire section next year.
Priority 4: Percentage of students meeting their growth targets on the MAP Reading assessment	2016-2017 Fall to Spring (Actual): All Students: 35% English Learners: 12% Socioeconomically Disadvantaged: 30% Students with Disabilities: 8% Hispanic: 31% White: 61%	2016-17 Fall to Spring (Projected): All Students: 37% English Learners: 14% Socioeconomically Disadvantaged:	2017-18 Fall to Spring (Expected): All Students: 40% English Learners: 17% Socioeconomically Disadvantaged: 35% Students with Disabilities: 13% Hispanic: 36% White: 66%	2018-19 Fall to Spring (Expected): All Students: 45% English Learners: 22% Socioeconomically Disadvantaged: 40% Students with Disabilities: 18% Hispanic: 41% White: 71%	2019-20 Fall to Spring (Expected): All Students: 50% English Learners: 27% Socioeconomically Disadvantaged: 45% Students with Disabilities: 23% Hispanic: 46% White: 76%

	32% Students with Disabilities: 10% Hispanic: 33% White: 63%			
Priority 4: Percentage of students meeting their growth targets on the MAP Mathematics assessment	2016-17 Fall to Spring (Actual): All Students: 28% English Learners: 10% Socioeconomically Disadvantaged: 24% Students with Disabilities: 6% Hispanic: 25% White: 53% 2016-17 Fall to Spring (Projected): All Students: 30% English Learners: 12% Socioeconomically Disadvantaged: 26% Students with Disabilities: 8% Hispanic: 27% White: 55%	2017-18 Fall to Spring (Expected): All Students: 33% English Learners: 15% Socioeconomically Disadvantaged: 29% Students with Disabilities: 11% Hispanic: 30% White: 58%	2018-19 Fall to Spring (Expected): All Students: 38% English Learners: 20% Socioeconomically Disadvantaged: 34% Students with Disabilities: 16% Hispanic: 35% White: 63%	2019-20 Fall to Spring (Expected): All Students: 43% English Learners: 25% Socioeconomically Disadvantaged: 39% Students with Disabilities: 21% Hispanic: 40% White: 68%
Priority 4: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2015-16 (Actual): 100% 2016-17 (Projected): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 4: Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 55% (estimate)	2017-18 (Expected): 60%	2018-19 (Expected): 65%	2019-20 (Expected): 70%
Priority 4: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 40% 2016-17 (Projected): 25%	2017-18 (Expected): 30%	2018-19 (Expected): 33%	2019-20 (Expected): 35%
Priority 4: Percentage of graduating	2015-16 (Actual): 27% 2016-17 Projected: 45%	2017-18 (Expected): 50%	2018-19 (Expected): 55%	2019-20 (Expected): 60%

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seniors who have passed an AP exam with a score of 3 or higher				
Priority 4: Percentage of students in grades 8-11 who will participate in the PSAT test	2016-17 (Actual): 90%	2017-18 (Expected): >90%	2018-19 (Expected): >90%	2019-20 (Expected): >90%
Priority 4: Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2016-17 (Actual): 40%	2017-18 (Expected): 45%	2018-19 (Expected): 50%	2019-20 (Expected): 55%
Priority 4: Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2015-16 (Actual): 55% 2016-17 (Projected): 60%	2017-18 (Expected): 65%	2018-19 (Expected): 70%	2019-20 (Expected): 75%
Priority 8: Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	2015-16 (Actual): 80% 2016-17 (Projected): 82%	2017-18 (Expected): 85%	2018-19 (Expected): 88%	2019-20 (Expected): 90%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	**Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	**Priority 1:** Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$20,000.00	Amount	$15,000.00	Amount	$15,000.00
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	5863	Budget Reference	5863	Budget Reference	5863

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	**Priority 1:** Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$90,000.00	Amount	$50,000.00	Amount	$40,000.00
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	4100-4200-43-4400	Budget Reference	4100-4200-43-4400	Budget Reference	4100-4200-43-4400

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	**Priority 1:** Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$135,000.00	Amount	$135,000.00	Amount	$135,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5500 Janitorial Services, 5600 Maintenance, custodian salary & benefits	Budget Reference	5500 Janitorial Services, 5600 Maintenance, custodian salary & benefits	Budget Reference	5500 Janitorial Services, 5600 Maintenance, custodian salary & benefits

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 2: Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	**Priority 2:** Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$15,000.00	Amount	$15,000.00	Amount	$15,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800 Professional Development on CCSS and NGSS	Budget Reference	5800 Professional Development on CCSS and NGSS	Budget Reference	5800 Professional Development on CCSS and NGSS

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	**Priorities 2, 4, & 7:** Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	**Priorities 2, 4, & 7:** Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$80,000.00	Amount	$85,000.00	Amount	$90,000.00
Source	Title III	Source	Title III	Source	Title III
Budget Reference	ELD Coordinator	Budget Reference	ELD Coordinator	Budget Reference	ELD Coordinator

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 7: Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	**Priorities 2, 4, & 7:** Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	**Priorities 2, 4, & 7:** Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$10,000.00	Amount	$10,000.00	Amount	$10,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	Staff ELD PD	Budget Reference	Staff ELD PD	Budget Reference	Staff ELD PD

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	**Priorities 2, 4, & 8:** During the day, Charter School will provide additional supports and interventions to all students, including ELs.	**Priorities 2, 4, & 8:** During the day, Charter School will provide additional supports and interventions to all students, including ELs.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$150,000.00	Amount	$150,000.00	Amount	$150,000.00
Source	Title I funds	Source	Title I funds	Source	Title I funds
Budget Reference	Power English and Power Math teacher salaries.	Budget Reference	Power English and Power Math teacher salaries.	Budget Reference	Power English and Power Math teacher salaries.

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	**Priorities 2, 4, & 8:** Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	**Priorities 2, 4, & 8:** Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$60,000.00	Amount	$62,000.00	Amount	$64,000.00
Source	Title I funds	Source	Title I funds	Source	Title I funds
Budget Reference	After School and Saturday ELA/math tutoring.	Budget Reference	After School and Saturday ELA/math tutoring.	Budget Reference	After School and Saturday ELA/math tutoring.

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Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 2, 4, & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	**Priorities 2, 4, & 8:** Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$115,000.00	Amount	$120,000.00	Amount	$125,000.00
Source	Title I funds	Source	Title I funds	Source	Title I funds
Budget Reference	Dean of Academics benefits and salary, Title I coordinator, illuminate, reading specialist/ELD Coordinator	Budget Reference	Dean of Academics benefits and salary, Title I coordinator, illuminate, reading specialist/ELD	Budget Reference	Dean of Academics benefits and salary, Title I coordinator, illuminate, reading specialist/ELD Coordinator

Coordinator

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$80,000.00	Amount	$82,000.00	Amount	$84,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	College Counselor Salary & Benefits	Budget Reference	College Counselor Salary & Benefits	Budget Reference	College Counselor Salary & Benefits

Action   **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide Group(s)   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student

Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	**Priority 4:** Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	**Priority 4:** Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$20,000.00	Amount	$22,000.00	Amount	$24,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	AP teacher add-on salaries, AP workshops, test fees.	Budget Reference	AP teacher add-on salaries, AP workshops, test fees.	Budget Reference	AP teacher add-on salaries, AP workshops, test fees.

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 4: Charter School 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.	Priority 4: Charter School 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.	Priority 4: Charter School 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.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$15,000.00	Amount	$15,000.00	Amount	$15,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	Naviance, ACT/SAT Prep workbooks/program, teacher salary for Advisory	Budget Reference	Naviance, ACT/SAT Prep workbooks/program, teacher salary for Advisory	Budget Reference	Naviance, ACT/SAT Prep workbooks/program, teacher salary for Advisory

☐ New	☐ Modified	☒ Unchanged

Goal 2	INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 7:
- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:
- To ensure student participation and achievement in innovative courses and programs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 7: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

Priority 7: Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club	2016-17 (Actual): 3%	2017-18 (Expected): 5%	2018-19 (Expected): 8%	2019-20 (Expected): 10%
Priority 7: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 8: Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 80%	2017-18 (Expected): 80%	2018-19 (Expected): 85%	2019-20 (Expected): 90%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**Priority 7:** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	**Priority 7:** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $4,000,000.00	Amount $4,100,000.00	Amount $4,200,000.00

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Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	All staff salaries and benefits since this action covers all courses.	Budget Reference	All staff salaries and benefits since this action covers all courses.	Budget Reference	All staff salaries and benefits since this action covers all courses.

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**Priority 7:** Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	**Priority 7:** Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$8,000.00	Amount	$10,000.00	Amount	$12,000.00
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	PLTW, FueldEd	Budget Reference	PLTW, FueldEd	Budget Reference	PLTW, FueldEd

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	**Priority 7:** Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	**Priority 7:** Charter School will offer an "Advanced Math" class or club to students in grades 6-8.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$10,000.00	Amount	$10,000.00	Amount	$10,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Additional Stipend	Budget Reference	Additional Stipend	Budget Reference	Additional Stipend

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	**Priority 7:** Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	**Priority 7:** Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$85,000.00	Amount	$95,000.00	Amount	$100,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Computer/technology teacher salaries & benefits)	Budget Reference	Computer/technology teacher salaries & benefits)	Budget Reference	Computer/technology teacher salaries & benefits)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priorities 7 & 8: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	**Priorities 7 & 8:** Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	**Priorities 7 & 8:** Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$7,000.00	Amount	$8,000.00	Amount	$9,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	STEAM Expo Expenses, science equipment	Budget Reference	STEAM Expo Expenses, science equipment	Budget Reference	STEAM Expo Expenses, science equipment

☐ New	☐ Modified	☒ Unchanged

Goal 3	CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Priority 3:
- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Number of SSC meetings per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
Priority 3: Number of ELAC meetings per year	Current: 6 By the end of 2016-17: 8 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
Priority 3: Number of PTF meetings per year	Current: 3 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
Priority 3:	Current: 4	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

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Number of activities/events for parent involvement per year	By the end of 2016-17: 5 (Planned)	5	5	5
Priority 3: Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
Priority 3: Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
Priority 3: Percentage of students who have been home-visited by the teachers per year	Current: 13% By the end of 2016-17: 25% (Planned)	2017-18 (Expected): 25%	2018-19 (Expected): 25%	2019-20 (Expected): 25%
Priority 5: ADA rate	2015-16 (Actual): 95% Current: 96% By the end of 2016-17: 96% (Projected)	2017-18 (Expected): 96%	2018-19 (Expected): 96%	2019-20 (Expected): 96%
Priority 5: Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 5% (Projected)	2017-18 (Expected): <1%	2018-19 (Expected): <1%	2019-20 (Expected): <1%
Priority 5: Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 5: High school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
Priority 5: Four-year cohort graduation rate	2015-16 (Actual): 98% By the end of 2016-17: 100% (Projected)	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
Priority 6: Student suspension rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): <1%	2018-19 (Expected): <1%	2019-20 (Expected): <1%
Priority 6: Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0%	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%

	(Projected)			
Priority 6: School experience survey participation rates	2016-17 (Actual): Students: 90.3% Families: 80.2% Staff: 73.6%	2017-18 (Expected): Students: 90% Families: 85% Staff: 90%	2018-19 (Expected): Students: 95% Families: 85% Staff: 95%	2019-20 (Expected): Students: 100% Families: 85% Staff: 100%
Priority 6: School experience survey average approval rates	2016-17 (Actual): Students: 65% Families: 90% Staff: 79%%	2017-18 (Expected): Students: 75% Families: 90% Staff: 80%	2017-18 (Expected): Students: 75% Families: 90% Staff: 80%	2017-18 (Expected): Students: 75% Families: 90% Staff: 80%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	**Priority 3:** Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	**Priority 3:** Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000.00	Amount	$1,000.00	Amount	$1,000.00
Source	Title 1 Funds	Source	Title 1 Funds	Source	Title 1 Funds
Budget Reference	Food and materials	Budget Reference	Food and materials	Budget Reference	Food and materials

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	**Priority 3:** Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	**Priority 3:** Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$15,000.00	Amount	$15,000.00	Amount	$15,000.00
Source	Title I funds	Source	Title I funds	Source	Title I funds
Budget Reference	Parent engagement	Budget Reference	Parent engagement	Budget Reference	Parent engagement

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	**Priority 3:** Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	**Priority 3:** Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$15,000.00	Amount	$16,000.00	Amount	$17,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800 SIS, school reach	Budget Reference	5800 SIS, school reach	Budget Reference	5800 SIS, school reach

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ English Learners ☒ Foster Youth ☒ Low Income
[Scope of Services](#)	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	**Priority 3:** Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$15,000.00	$15,000.00	$15,000.00
Source	Title I funds	Title I funds	Title I funds
Budget Reference	Home Visit stipends	Home Visit stipends	Home Visit stipends

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	**Priority 5:** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$120,000.00	Amount	$120,000.00	Amount	$120,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Life skills/growth mindset, EDGE coaching, School Psychologist.	Budget Reference	Life skills/growth mindset, EDGE coaching, School Psychologist.	Budget Reference	Life skills/growth mindset, EDGE coaching, School Psychologist.

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners	☐ Foster Youth	☐ Low Income
[Scope of Services](#)	☐ LEA-wide Group(s)	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student
[Location(s)](#)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	**Priority 5:** Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$35,000.00	Amount	$35,000.00	Amount	$35,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Attendance clerk salary & benefits	Budget Reference	Attendance clerk salary & benefits	Budget Reference	Attendance clerk salary & benefits

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 5: Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	**Priority 5:** Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	**Priority 5:** Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$75,000.00	Amount	$75,000.00	Amount	$75,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Duplicated expense: See Goal 1, Action 10 & 12	Budget Reference	Duplicated expense: See Goal 1, Action 10 & 12	Budget Reference	Duplicated expense: See Goal 1, Action 10 & 12

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Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	**Priority 6:** Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	**Priority 6:** Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$85,000.00	Amount	$85,000.00	Amount	$85,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Dean of Students salary & benefits	Budget Reference	Dean of Students salary & benefits	Budget Reference	Dean of Students salary & benefits

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Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#)   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
[Location(s)](#)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#)   ☐ English Learners   ☐ Foster Youth   ☐ Low Income
[Scope of Services](#)   ☐ LEA-wide Group(s)   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student
[Location(s)](#)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	**Priority 6:** Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	**Priority 6:** Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$80,000.00	Amount	$80,000.00	Amount	$80,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Teacher PD on classroom management, TIPS training, EDGE coaching, growth mindset training etc.	Budget Reference	Teacher PD on classroom management, TIPS training, EDGE coaching, growth mindset training	Budget Reference	Teacher PD on classroom management, TIPS training, EDGE coaching, growth mindset training etc.

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etc.

Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	**Priority 6:** Charter School will annually administer school experience surveys to students, parents, and staff.	**Priority 6:** Charter School will annually administer school experience surveys to students, parents, and staff.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$2,000.00	Amount	$2,000.00	Amount	$2,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Survey expenses	Budget Reference	Survey expenses	Budget Reference	Survey expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 983,827	Percentage to Increase or Improve Services:	15.67%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

♣ MSA-Santa Ana will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA-Santa Ana will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

♣ MSA-Santa Ana teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA-Santa Ana will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. MSA-Santa Ana will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA-Santa Ana will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

♣ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

♣ During the day, MSA-Santa Ana will provide additional supports and interventions to all students, including ELs. MSA-Santa Ana will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. MSA-Santa Ana strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

♣ MSA-Santa Ana will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. MSA-Santa Ana will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and

other areas that will benefit all our students, including our unduplicated students.

♣ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

♣ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA-Santa Ana uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

♣ MSA-Santa Ana staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. MSA-Santa Ana will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA-Santa Ana will ensure that staffs participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

> For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:
>
> - If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
>
> - If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
>
> - If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".
>
> **For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A.   Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B.   Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C.   School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A.   The implementation of state board adopted academic content and performance standards for all students, which are:
      a.   English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b.   Mathematics – CCSS for Mathematics
      c.   English Language Development (ELD)
      d.   Career Technical Education
      e.   Health Education Content Standards
      f.   History-Social Science
      g.   Model School Library Standards
      h.   Physical Education Model Content Standards
      i.   Next Generation Science Standards
      j.   Visual and Performing Arts
      k.   World Language; and
   B.   How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A.   The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B.   How the school district will promote parental participation in programs for unduplicated pupils; and
   C.   How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A.   Statewide assessments;
   B.   The Academic Performance Index;
   C.   The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D.   The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E.   The English learner reclassification rate;
   F.   The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G.   The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A.   School attendance rates;
   B.   Chronic absenteeism rates;
   C.   Middle school dropout rates;
   D.   High school dropout rates; and
   E.   High school graduation rates.

Priority 6: School Climate as measured by all of the following, as applicable:
   A.   Pupil suspension rates;
   B.   Pupil expulsion rates; and
   C.   Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A.   S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B.   Programs and services developed and provided to unduplicated pupils; and
   C.   Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

  (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

  (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Cover Sheet

Approval of Delegation of Authority for Construction Contracts Through August 30, 2017

Section: III. Action Items

Item: B. Approval of Delegation of Authority for Construction Contracts Through August 30, 2017

Purpose: Vote

Submitted by:

Related Material: III B Deligation of Facility Projects.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # III B- Action Item
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Frank Gonzalez, Chief Growth Officer
RE:	Approval of Delegation of Authority for Construction Contracts Through August 30, 2017

Proposed Board Recommendation

I move that the board authorize the Ad Hoc Committee to review and authorize construction and facilities related contracts through August 30, 2017.

Background

Magnolia is in the process of planning and executing various facilities improvement projects that can generally be categorized as either (a) Construction of New Facilities, or (b) Improvement to Existing Facilities as listed below:

Construction of New Facilities

MSA 1	New 2 story classroom building; FFE; IT
MSA San Diego	New Campus; FFE; IT
MSA Santa Ana	New Gymnasium; FFE; IT

Improvement to Existing Facilities

MSA 1	CIM Parcel; Old Parking Lot Improvements; LACOE Compliance;
MSA 2	New Offices; Changing Rooms; LACOE Compliance
MSA 3	LACOE Compliance; ADA Work
MSA 4	New Classrooms
MSA 7	Playground Improvements; New Bathroom; Interior Improvements
MSA Santa Ana	Summer Improvements
MSA San Diego	Temporary Office

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Details on the scope of work for each project are in the attached spreadsheet.

The establishment of the ad hoc committee will enable the board of directors to review and approve various contracts that exceed the spending limit of home office or school site personnel, per Magnolia adopted policies.

Budget Implications

All items brought forward to the Ad Hoc Committee for review will include a budget implications analysis including source of funds and a recommendation to award a contract based on the applicable Magnolia policy. Reviewed and approved by Chief Financial Officer.

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

The contracts that the ad hoc committee will review   will allow all Magnolia schools to have high quality facilities planning, construction and support services.

Name of Staff Originator:

Frank Gonzalez, Chief Growth Officer

Attachments

List of Projects with Details

Magnolia Public Schools
2017-2018 FACIILITIES PROJECTS
Ad Hoc Committee

School	Project Name	Scope of Work	Start	Completion	Projected Cost	Source of Funds	Approval Date
MSA 1	CIM Parcel	Add3 Classrooms; 1 Exercise Room; Athletic Sport Courts; Fencing; Electrical; Lighting; Paving	Summer 2017	Summer 2017		Reserves or Mellon Bank Account	
	Old Parking Lot Improvements	Demolish; Regrade; Drainage; new canopy; Repave	Summer 2017	Summer 2017		Reserves or Mellon Bank Account	
	Demolition	Abatement; Demolish Building; Demolish Asphalt	15-Jun-17	30-Jun-17		CSFIGP	
	New Construction of Two Story Building	20 CR, Offices, Rooftop	Summer 2017	Summer 2018		CSFA Bond	
	Proposiotion 39 Clean Energy	Clean Energy Improvements	1-Jun-17	1-Aug-17		State Funds	
	LACOE Compliance	ADA, Signage	1-Jun-17	15-Jun-17		Reserves	
MSA 2	New Offices	Leased portables	Summer 2017	Summer 2017		TBD	
	Changing Rooms	Interior Improvements	Summer 2017	Summer 2017		TBD	
	LACOE Compliance	ADA, Signage	1-Jun-17	15-Jun-17		TBD	
MSA 3	LACOE Compliance	ADA, Signage	1-Jun-17	15-Jun-17		TBD	
MSA 4	New Classrooms	Additional Portables	Summer 2017	Summer 2017		TBD	
MSA 7	Playground Improvements	Safety Improvements	Summer 2017	Summer 2017		TBD	
	New Bathroom	ADA Issue	Summer 2017	Summer 2017		Reserves	
	Interior Improvements	Flooring, Painting	Summer 2017	Summer 2017		Reserves	
MSA Santa Ana	Summer Improvements	Various	Summer 2017	Summer 2017		Reserves	
	New Gym	New DSA approved Gym	Summer 2017	Spring 2017		CSFA Bond	
MSA San Diego	Temporary Office	Modular building	Summer 2017	Summer 2017		TBD	
	New Campus	New DSA approved campus	Summer 2017	Aug-17		CSFA Bond	

Cover Sheet

Adoption of 2017-18 Magnolia Public Schools Budget

Section: III. Action Items
Item: C. Adoption of 2017-18 Magnolia Public Schools Budget
Purpose: Vote
Submitted by:
Related Material: III C 2017-18 MPS Budget.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # III. B - Action
Date:	6-14-17
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Adoption of 2017-18 Budget

MPS Finance Committee Recommendation:

The Finance Committee met on May 26, 2017 to discuss and approve the 2017-18 MPS budget, they made the following recommendation:

The Finance Committee recommends the board to approve the presented budget with the requested amendments including an ending balance no less than 1.5% for each school only for fiscal year 2017-18. The net increase for fiscal year 2017-18 must be at least 5% for MERF.

The attached budget includes all the requested changes.

Proposed Board Recommendation

I move that the Board adopt the 2017-18 Budget as presented.

Background

The Adopted Budget is part of an ongoing series of state-required reports for the 2017-18 fiscal year.

Budget Implications

N/A

Attachments

2017-18 Proposed Budget

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

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MEMORANDUM

TO: Caprice Young, CEO, Magnolia Public Schools
FROM: EdTec
SUBJECT: 17-18 Updated Budget Presentation
DATE: 06/06/17

BACKGROUND

The Magnolia Public Schools (MPS) FY17-18 budgets have been developed by EdTec in deep collaboration with staff at MERF and the school sites over the past four months with updates to assumptions as new information has become available. This narrative will help explain the budget climate we are currently operating within, the process we went through, and the key assumptions used in developing the site and MERF budgets. Included after this narrative is master list of budget assumptions, a consolidated budget, a budget summary for each site, and a detailed budget by line item for each site.

The Process

- 2/1/17 – EdTec distributed budget assumptions templates to all principals and MERF department leads to review and complete
- 3/1/17 – School principals completed budget assumptions templates, correspondence with MPS staff to update and understand all assumptions, began compiling first drafts of budgets
- 3/14/17 and 3/16/17 – Edtec, MERF C-team and principals conducted in-person budget meetings with each site – first drafts distributed for review
- 3/16/17 – 5/9/17 – Edtec, MERF and principals continued discussions and deep dive into budget drafts, update assumptions
- 5/26/17 – Budgets were reviewed by the finance committee
- 5/30/17 – Budgets updated to include May Revise changes and staff changes discussed in finance committee meeting

Throughout the budget process, the C-team members and principals were asked to review and provide latest info on major assumptions, including enrollment, staffing, major contracted expenses, facilities, etc.

We believe the budgets presented here include the most up-to-date information available at the time of publication.

The State Budget Climate

In recent years, charter schools have experienced an uptick in revenues, thanks to implementation of the Local Control Funding Formula (LCFF) funding model for State Aid and 3 years of one-time revenues. However, this current year has shown slowed State revenues and growing concern that we are heading into another recession. In the Governor's May Revise Budget Proposal, the LCFF gap closure is 43.97% and the COLA rate is 1.56%:

Local Control Funding Formula (LCFF)

Grade Level	2016-17 Base Grant	2017-18 COLA 1.56 Percent	2017-18 Base Grant per ADA
K-3	$7,083	$110	$7,193
4-6	$7,189	$112	$7,301
7-8	$7,403	$115	$7,518
9-12	$8,578	$134	$8,712

One-time revenues are expected to decrease from $214/ PY ADA to $165/ PYADA next year. However, the funds will not be paid until the end of next year or later. This is so that the State can pull these funds if fiscal results are not favorable. CDE and SSC do NOT recommend budgeting for this money at this time. This translates to a *reduction of $679,677* in revenue for FY17-18.

Another real issue is that of growing expenses, particularly in retirement contributions. Employer STRS and PERS contribution rates are growing by almost 2% next year and this trend will continue for several years (see tables below).

Retirement - CalSTRS Rates

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Employer	10.73%	12.58%	14.43%	16.28%	18.13%	19.10%

Retirement - CalPERS Rates

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Employer	11.847%	13.888%	15.531%	18.70%	21.60%	24.90%

Before considering salary and FTE increases, the estimated increase in expense caused purely by these increases is approximately **$245,000**

Building Reserves

Organizations should have strong internal controls that provide for sufficient reserves to weather economic downturns and long-term goals. The balance in a school's fund is referred to as a *reserve.* Schools use their reserves to (1) manage cash flow, (2) mitigate volatility in funding, (3) address unexpected costs, (4) save for large purchases, and (5) obtain higher credit ratings. For charter schools, the recommended reserve that we often hear is at *3-5% of Expenditures*.

An important distinction to make: when we talk about a reserve as a % of expenditures, we are talking about the *cumulative* reserve to be maintained for the school, ***not*** the *annual reserve increase*. Schools will sometimes experience years where net income is below 0 or less than 5% of expenditures, particularly due to items (2) and (3) noted above. It is important to keep in mind that authorizers and the State also look at whether reserves have grown too high to the

point where resources are not adequately being used to support students. If a school's net income totaled 5% of expenses every year, their reserve would be 50% within 10 years, which could be considered problematic.

Big Question – is this going to be a year where Magnolia continues to build reserves or where you utilize reserves to weather the revenue downturn?

Per the Legislative Analyst's Office (LAO), while there is no "required" reserve amount, the State Guidelines for Minimum General Fund reserves are:

State Guidelines for Minimum General Fund Reserves
Per Legislative Analyst Office Analysis of School District Reserves, January 2015

District Enrollment	Minimum Unassigned Reserves*
0-300	5%
301-1000	4%
1,001-30,000	3%

*As a percent of annual expenditures

Finance Committee recommendation for MPS

The board recommended that each school have a minimum of a 1.5% reserve increase. Budgeted net incomes across the sites per the latest draft are as follows, with reserve increase (as % of expenses) and budgeted ending Fund Balance noted below:

	2017/18 Preliminary Budget - MSA- 1	2017/18 Preliminary Budget - MSA- 2	2017/18 Preliminary Budget - MSA- 3	2017/18 Preliminary Budget - MSA- 4	2017/18 Preliminary Budget - MSA- 5	2017/18 Preliminary Budget - MSA- 6	2017/18 Preliminary Budget - MSA- 7	2017/18 Preliminary Budget - MSA- 8	2017/18 Preliminary Budget - MSA- SA	2017/18 Preliminary Budget - MSA- SD	2017/18 Preliminary Budget - MERF
Operating Income	113,281	131,198	120,127	55,522	64,523	141,678	54,759	147,687	328,966	189,077	539,232
Ending Fund Balance	3,705,403	1,118,082	779,930	973,059	1,277,013	1,261,652	955,771	3,192,689	8,203,991	1,378,569	797,774
Ending Fund Balance as a % of Expenses	50%	20%	15%	43%	55%	69%	28%	59%	97%	37%	14%
Net Income as % of Expenses	1.52%	2.39%	2.25%	2.46%	2.79%	7.71%	1.58%	2.74%	3.88%	5.06%	9.21%

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MERF Budget

Per the Board's prior direction, the MERF budget has been set not to exceed the FY16-17 original board approved amount for expenses, $6,088,429. Total budgeted expenses FY17-18 is $5,853,618. Expenses have been cut $451,392 from the FY16-17 forecast and $234,811 from the original board approved budget. The C-Team has worked to review the MERF budget and assess needs for the upcoming year. Following is a list of one-time projects that are likely to impact the MERF budget and with amounts unknown at this time:

- Legal review by Melendez (est. <$200K)
- 6-month fiscal review (firm TBD) – est. $50K
- Prior STRS/PERS error corrections (site budgets include $5K estimate each for consultant to analyze the variances, amount of corrections needed is unknown at this time)

Areas of expected decrease in MERF budget compared to FY16-17:
- Reduced headcount by 4 positions
- Reduced $200K in communications

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Summary of Adjustments After Finance Committee Review

	2017/18 Preliminary Budget - MSA-1	2017/18 Preliminary Budget - MSA-2	2017/18 Preliminary Budget - MSA-3	2017/18 Preliminary Budget - MSA-4	2017/18 Preliminary Budget - MSA-5	2017/18 Preliminary Budget - MSA-6	2017/18 Preliminary Budget - MSA-7	2017/18 Preliminary Budget - MSA-8	2017/18 Preliminary Budget - MSA-SA	2017/18 Preliminary Budget - MSA-SD	2017/18 Preliminary Budget - MERF	Total
Operating Net Income - per Budget Draft 5/10/	87,273	57,396	107,844	124,302	68,085	177,899	35,244	113,500	159,809	51,837	661,715	1,644,904
Revenue adjustments:												
LCFF Gap closure and COLA rate adj, net of fee	96,069	87,709	58,441	22,315	24,098	21,336	31,984	61,063	194,969	32,990		630,972
Remove one-time funds ($48/ PY ADA)	(24,987)	(26,218)	(25,268)	(24,883)	(26,280)	(8,176)	(13,729)	(23,346)	(33,130)	(19,603)		(225,621)
COLA Adjustment - Lottery	409	70	67	(6)	(292)	26	43	74	118	66		574
COLA Adjustment - SpEd	823	-	-	(18)	(934)	82	137	235	-	-		325
Minor adjustment to PY revenue						(41)	(73)	(123)				(238)
Other Expense Adjustments:												-
Add Math Coach, plus benefits											(115,000)	(115,000)
Add EL Coordinator plus ben., (portion funded by MERF)											(57,630)	(57,630)
Additional accounting fees											(24,000)	(24,000)
Reduce consultants per CFO											74,130	74,130
Shift IT staff between MSA-2,3,4,5,6 and add 1 IT FTE*		3,067	(20,677)	(46,441)	(256)	(49,549)	-					(113,856) *
Correct Salary per updated GoogleDoc	127,289	10,944	(1,500)	(19,848)				(5,057)				111,829
Adj PERS/H&W for eligible positions									(21,386)	(16,444)		(37,830)
Budget Cuts	15,000											15,000
Rent Expense adj - Updated Bond Finance info	(189,941)	-	-	-	-	-	-	-	(68,051)	143,897		(114,094)
CMO Fee adjustment	1,347	1,347	1,221	101	101	101	842	1,347	1,347	(3,666)	17	4,108
Prop 1D Payment Adjustment									93,889			93,889
Minor change to expense per CY Actuals		(3,118)					311	(5)	1,402			(1,410)
Net Change	26,009	73,802	12,283	(68,780)	(3,562)	(36,221)	19,515	34,187	169,157	137,240	(122,483)	241,147
Net Income - Updated Budget Draft	113,282	131,198	120,127	55,522	64,523	141,678	54,759	147,687	328,966	189,077	539,232	1,886,051
Adjusted % reserve increase	1.5%	2.4%	2.3%	2.5%	2.8%	7.7%	1.6%	2.7%	3.9%	5.1%	9.2%	

* IT staffing changes are as follows:
- Shapoatov moved from MSA-2 & 5 to MSA-3
- Tyler Oz added to MSA-4 & 6 (was already removed from MERF in original draft)
- IT manager (Solikhonov) moved from MSA-3 to MSA-4 & 6

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Major assumptions that were used to compile these budgets:

Projected enrollment by site for 17-18:

	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18
	Preliminary Budget - MSA-1	Preliminary Budget - MSA-2	Preliminary Budget - MSA-3	Preliminary Budget - MSA-4	Preliminary Budget - MSA-5	Preliminary Budget - MSA-6	Preliminary Budget - MSA-7	Preliminary Budget - MSA-8	Preliminary Budget - MSA-SA	Preliminary Budget - MSA-SD
Total Enrollment	**540**	**485**	**460**	**193**	**210**	**174**	**295**	**495**	**812**	**450**
Total Enrollment FY16-17	541	458	460	193	187	174	295	495	628	428
Net Change	(1)	27	-	-	23	-	-	-	184	22
ADA	**95.9%**	**96.0%**	**96.1%**	**96.7%**	**95.0%**	**97.0%**	**96.0%**	**98.2%**	**96.0%**	**95.4%**

Staffing & Health Benefits

The number of staff and annual anticipated salary amounts have been vetted by the principals, regional directors and HR department.

While health benefit amounts are not yet confirmed for next year, we have maintained a conservative approach in estimating these costs. For continuing staff, we are using the current rate per employee, increased by an estimated 10.25%. For new hires and TBDs, we are budgeting them at the highest family rate. See individual site budgets for details of staff FTE and amounts budgeted.

Program expenses

All program and operating expenses were reviewed against latest current year-to-date actuals, and were adjusted per detailed discussions with principals and regional directors, and specific direction from the following MERF team members:

- *Facilities, including annual rent expense, repairs and improvements – Frank Gonzalez (Chief Facilities Officer)*
- *Academic program expenses, including curriculum, software, etc. – Kenya Jackson (Chief Academic Officer)*
- *Salaries and benefits – Nanie Montijo (Chief Financial Officer), Suat Acar (Chief Operating Officer)*
- *Data, compliance related expenses – David Yilmaz (Chief Accountability Officer)*
- *Enrollment – Alfredo Rubalcava (Chief External Officer)*
- *IT and technology costs, equipment leases – Rasul Monoshov (Director of Information Technology)*

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CMO Fee

The CMO fees included in the school budgets are based on the Board-Approved tiered CMO fee structure that was adopted by the MPS Board in 2014-15. This is NOT a flat % of revenue model. The amount being allocated is based on the following formula:

Total max MERF Expenses:	$6,088,429
Add 5% reserve	$304,422
Total CMO Fee	$6,392,850

The total fee is allocated based on the following tiered structure:

Average Daily Attendance (in students)	Factor
100 students or less	0.03
101 to 150 students	0.07
151 to 200 students	0.12
201 to 250 students	0.30
251 to 260 students	0.60
261 to 280 students	0.80
281 to 300 students	1.00
301 to 350 students	1.15
351 to 400 students	1.30
401 to 450 students	1.45
451 students and more	1.60

By site, the CMO fees included in the budget drafts are as follows:

	2017/18 Preliminary Budget - MSA-1	2017/18 Preliminary Budget - MSA-2	2017/18 Preliminary Budget - MSA-3	2017/18 Preliminary Budget - MSA-4	2017/18 Preliminary Budget - MSA-5	2017/18 Preliminary Budget - MSA-6	2017/18 Preliminary Budget - MSA-7	2017/18 Preliminary Budget - MSA-8	2017/18 Preliminary Budget - MSA-SA	2017/18 Preliminary Budget - MSA-SD
5101 - Shared Management Fee - CMO	1,047,567	1,047,567	949,358	78,568	78,568	78,568	654,729	1,047,567	1,047,567	362,792
% of LCFF	19.2%	22.2%	21.3%	4.2%	4.1%	5.0%	24.6%	22.5%	14.0%	11.0%
% of Total Revenue	13.8%	18.6%	17.4%	3.4%	3.3%	4.0%	18.6%	18.9%	11.9%	9.2%

Please see attached Master Assumptions list for detailed assumptions of revenue rates and expenses for all sites (pg.9)

MAGNOLIA PUBLIC SCHOOLS
FY17-18 Master Budget Assumptions List

			2017/18
		Sites	Notes
Enrollment Breakdown		All	From Principals, received by grade
ADA %		All	Rate varies from 95% - 98%, per FY16-17 actuals
Demographic Information			
CALPADS Enrollment (for unduplicated % calc)		All	Per PY Fall Calpads, adjusted for enrollment
# Unduplicated (CALPADS)		All	Per PY Fall Calpads, adjusted for enrollment
# Free & Reduced Lunch (CALPADS)		All	Per PY Fall Calpads, adjusted for enrollment
# ELL (CALPADS)		All	Per PY Fall Calpads, adjusted for enrollment

		REVENUES	
LCFF Entitlement			Per FCMAT LCFF Calculator
Federal			
8181	Special Education - Entitlement	All	Per SELPA (LAUSD = $196/ADA, El Dorado = $125/PY Enrollment)
8220	Child Nutrition Programs	All except MSA-5,8	Per PY participation, adjusted for enrollment, reviewed by Suat/David
8291	Title I	All	Rate per FY17 entitlement, reduced by 12% per CDE estimate
8292	Title II	All	Per CDE Prelim entitlement, expect increase over FY17 rates
8293	Title III	MSA-1	Title III LEP only, est $100 per eligible student
8296	Other Federal Revenue - Erate	All	Erate reimbursements - per Rasul
8296	Other Federal Revenue - CSFIGP	MSA-1,4,5	Per approved grants - confirmed with Cafer/Brock; MSA-2 and 3 will apply but are not currently budgeted for FY17-18
State			
8381	Special Education - Entitlement (State)	All	Per SELPA (LAUSD = $571/ADA, El Dorado = $514/P-2 ADA)
8520	Child Nutrition - State	All except MSA-5,8	Per PY participation, adjusted for enrollment, reviewed by Suat/David
8545	School Facilities Apportionments (SB740)	MSA-1,6,7	On eligible (Non-District) sites only - $750 per ADA or 0.75 of rent, lesser of the two
8550	Mandated Cost Reimbursements		GrK-8=$14 per PY ADA, Gr9-12=$42 per PY ADA, no one time funding included
8560	State Lottery Revenue		$191.95 per ADA per SSC
8596	ASES	MSA-1,3,5,7,8,SD	MSA-1 = $100k, MSA-3 = $103,500, MSA-7,8 = $150k/year, MSA-5=$26,088 & MSA-SD=$79,380 per FY17 grant amount or latest info
Local			
8634	Food Service Sales	All except MSA-5,8	Per PY participation, adjusted for enrollment, reviewed by Suat/David
8682	Summer Program	All except MSA-6	Per schedule from Kenya
8699	All Other Local Revenue	All	Per FY actuals, reduced by one-time items
8803	Fundraising	All	Per Principals

		EXPENSES	
Salaries			
1100	Teachers Salaries	All	Salary schedule for each site - reviewed by principals/RD's
1300	Certificated Supervisor & Administrator Salaries	All	Salary schedule for each site - reviewed by principals/RD's
2400	Classified Clerical & Office Salaries	All	Salary schedule for each site - reviewed by principals/RD's
2900	Classified Other Salaries	All	Salary schedule for each site - reviewed by principals/RD's
Benefits			
3101	State Teachers Retirement System, certificated positi	All	14.43% of certificated payroll
3202	Public Employees Retirement System, classified posi	All	15.531% of classified payroll; assumes all classified staff participate (except for MSA-SA, only include those working over 20 hours/week)
3300	OASDI-Medicare-Alternative	All	6.2% of Classified and 1.45% of all payroll
3400	Health & Welfare Benefits	All	Per FY17 actuals by employee (per schedule from HR) plus 10.25%, new employees estimated at max rate
3500	Unemployment Insurance	All	SEF = .0005% of all payroll, MSA-1=6.2% of first $7k & MERF = 4.9% of first $7k
3600	Workers Comp Insurance	All	Per FY17 rate per payroll
3700	Retiree Benefits	MERF	401K - Up to a 10% match of earnings for participating employees; FY17 10=employees participating; assumes no change in participants in FY18
Books & Supplies			
4100	Approved Textbooks & Core Curricula Materials	All	Per principals
4320	Educational Software	All	BrainPop, FuelEd, Myon, Naviance - see next tab for details
4325	Instructional Materials & Supplies	All	Per principals & review of FY17 actuals
4330	Office Supplies	All	Per principals & review of FY17 actuals
4345	Non Instructional Student Materials & Supplies	All	Per principals & review of FY17 actuals
4400	Noncapitalized Equipment	All	Per principals with input from RD's and Rasul
4410	Classroom Furniture, Equipment & Supplies	All	Per principals with input from RD's and Rasul
4420	Computers (individual items less than $5k)	All	Per principals with input from RD's and Rasul
4700	Food	All except MSA-5,8	Per PY participation, adjusted for enrollment, reviewed by Suat/David
4720	Other Food	All	Parent meetings - schools funded by Title I; rate per FY16-17 actuals, adj for enrollment

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Services & Other Operating Expenses

5101	Shared Management Fee - CMO	All Schools	Allocated per board-approved methodology - tiered structure
5200	Travel & Conferences	All	Mileage reimbursement & other travel
5210	Conference Fees	All	per principals - per FY17 actuals (CCSA, CASBO, LACOE trainings, etc.)
5300	Dues & Memberships	All	Per FY17 actuals (WASC, CCSA, QuickBooks, College Board, credit card dues, CSFA annual bond admin fees)
5450	Insurance - Other	All	Per FY17 actual CharterSafe policy, adjusted for COLA 3%
5500	Operations & Housekeeping	All	Security, alarm service, pest control, janitorial service, waste removal, moving, recycling & record retention service, elevator monitoring
5510	Utilities - Gas and Electric	All	Water, gas, electric, per PY actuals and estimated increases
5605	Equipment Leases	All	Per FY17 actuals plus any known changes in leases per principals - Rasul reviewing master list for accuracy
5610	Rent	All	Per Frank - reviewed against lease agreements, if received
5611	Prop 39 Related Costs	MSA-2,3,4,5,8	Per Frank
5615	Repairs and Maintenance - Building	All	Per principals
5803	Accounting Fees	All	Audit fees - reviewed by CFO
5809	Banking Fees	All	Per FY17 actuals
5812	Business Services	MERF	Per contract
5813	School Programs - After School Program	MSA-1,3,5,7,8,SD	After School - ARC contract, agrees with ASES grant revenue
5814	School Programs - Academic Competitions	All	Per FY17 actuals, adj per principals - Registrations, medals
5820	Consultants - Non Instructional	All	Various per contracts and/or FY17 actuals - see next tab
5822	Other Professional Services	All	Per principals, agreements
5824	District Oversight Fees	All Schools	1.0% of LCFF General Purpose Grant
5830	Field Trips Expenses	All Schools	Buses and entrance fees - per FY17 and principals
5845	Legal Fees	All	per principals, MSA-4 and 5 are up for renewal FY17-18
5851	Marketing and Student Recruiting	All	ads, banners - per FY17 actuals and principals (Xpress Graphics, Promotion & Beyond, Design 4 U, DM Graphics, etc.)
5857	Payroll Fees	All	Paycom fees - per FY17 actuals, adjusted per staffing - to be confirmed by CFO
5863	Professional Development	All	Per FY17 actuals, adjusted per principals - Includes spending of remaining Educator Effectiveness and College Readiness funds
5864	Professional Development - Other	All	Tuition reimbursements - per schedules from principals
5869	Special Education Contract Instructors	All	Per FY17 actuals, adjusted for enrollment, SpEd population
5872	Special Education Encroachment	All Schools	Calculated per SELPA (LAUSD = 20% of SpEd revenue, El Dorado = 5% of SpEd Revenue). For MSA-1-3, one time admin fee for first year in SELPA at $5/ADA
5884	Substitutes	All	Per FY17 actuals adjusted for staffing
5887	Technology Services	All	Each site, per budgets received from Rasul; includes internet costs
5893	Transportation - Student	MSA-4	Riders Express - $3,322.74*24
5900	Communications	All	Telephone costs - per FY17 actuals and Rasul/IT
5915	Postage and Delivery	All	Per FY17 actuals
Capital Outlay		All	Per principals, Rasul, Frank
Depreciation		All	Per Fixed Assets Schedule

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Unknowns that could impact these budgets:

- Final State approved budget (6/30/17)
- MSA-1, SA and SD capital project costs and timing
- Revenues – The State budget could be approved with revenue rates different from what we currently anticipate
- Staffing – Current employees may leave and be replaced at a higher or lower salary rate.
- Benefits – Health benefits costs could come in higher or lower from what is estimated, and existing staff could change benefit status (i.e. from single to family, etc.)
- Enrollment – actual enrollment will not be confirmed until September/October (Norm Day)

MAGNOLIA PUBLIC SCHOOLS 17-18 BUDGETS

	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18	2017/18
	Preliminary Budget - MSA-1	Preliminary Budget - MSA-2	Preliminary Budget - MSA-3	Preliminary Budget - MSA-4	Preliminary Budget - MSA-5	Preliminary Budget - MSA-6	Preliminary Budget - MSA-7	Preliminary Budget - MSA-8	Preliminary Budget - MSA-SA	Preliminary Budget - MSA-SD	Preliminary Budget - MERF	Current Forecast - Total
SUMMARY												
Revenue												
LCFF Entitlement	5,459,002	4,724,787	4,463,366	1,875,756	1,939,936	1,574,417	2,658,045	4,656,757	7,467,687	3,298,113	-	38,117,866
Federal Revenue	1,088,351	454,654	485,007	259,640	226,461	170,405	235,853	304,497	658,206	125,122	-	4,008,196
Other State Revenues	890,794	359,588	447,300	150,859	180,136	220,619	564,241	528,197	585,070	393,481	-	4,320,286
Local Revenues	69,650	58,680	40,578	22,035	28,536	-	53,168	34,273	64,612	78,739	6,392,850	6,843,121
Fundraising and Grants	65,000	20,550	19,617	3,000	1,000	15,000	11,000	20,000	32,446	31,153	-	218,766
Total Revenue	**7,572,797**	**5,618,259**	**5,455,868**	**2,311,290**	**2,376,069**	**1,980,442**	**3,522,307**	**5,543,724**	**8,808,020**	**3,926,609**	**6,392,850**	**53,508,235**
Expenses												
Compensation and Benefits	3,515,833	3,110,910	2,824,322	1,337,560	1,399,666	1,173,022	1,682,985	2,782,961	4,576,489	2,210,403	3,055,489	27,669,639
Books and Supplies	514,102	400,942	434,314	113,174	225,109	127,250	188,317	426,715	733,114	144,548	70,421	3,378,007
Services and Other Operating Expenditures	3,276,235	1,923,796	2,058,008	789,378	675,372	509,765	1,551,087	2,090,297	2,664,102	1,352,286	2,726,775	19,617,100
Depreciation	153,345	51,413	19,096	15,656	11,400	28,726	45,159	96,064	505,350	30,295	933	957,438
Total Expenses	**7,459,516**	**5,487,060**	**5,335,741**	**2,255,768**	**2,311,546**	**1,838,764**	**3,467,548**	**5,396,037**	**8,479,054**	**3,737,532**	**5,853,618**	**51,622,184**
Operating Income	**113,281**	**131,198**	**120,127**	**55,522**	**64,523**	**141,678**	**54,759**	**147,687**	**328,966**	**189,077**	**539,232**	**1,886,051**
Fund Balance												
Beginning Balance (Unaudited)	3,592,121	986,884	659,803	917,537	1,212,490	1,119,974	901,012	3,045,002	7,875,025	1,189,492	258,542	21,757,882
Audit Adjustment	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Balance (Audited)	3,592,121	986,884	659,803	917,537	1,212,490	1,119,974	901,012	3,045,002	7,875,025	1,189,492	258,542	21,757,882
Operating Income (including Depreciation)	113,281	131,198	120,127	55,522	64,523	141,678	54,759	147,687	328,966	189,077	539,232	1,886,051
Ending Fund Balance	**3,705,403**	**1,118,082**	**779,930**	**973,059**	**1,277,013**	**1,261,652**	**955,771**	**3,192,689**	**8,203,991**	**1,378,569**	**797,774**	**23,643,933**
Ending Fund Balance as a % of Expenses	*50%*	*20%*	*15%*	*43%*	*55%*	*69%*	*28%*	*59%*	*97%*	*37%*	*14%*	*85%*
Captial Outlay	556,876	69,436	94,341	52,408	53,216	51,109	92,741	87,367	124,000	51,160	-	*1,232,654*
Net Income as % of Expenses	1.52%	2.39%	2.25%	2.46%	2.79%	7.71%	1.58%	2.74%	3.88%	5.06%	9.21%	3.65%

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MAGNOLIA PUBLIC SCHOOLS CONSOLIDATED BUDGET

Current Forecast refers to the April 2017 forecast

	2016/17	2017/18	Variance
	Current Forecast	Preliminary Budget	FY18 vs. FY17
SUMMARY			
Revenue			
LCFF Entitlement	34,461,399	38,117,866	3,656,467
Federal Revenue	4,257,318	4,008,196	(249,122)
Other State Revenues	5,467,228	4,320,286	(1,146,942)
Local Revenues	7,124,075	6,843,121	(280,954)
Fundraising and Grants	421,620	218,766	(202,854)
Total Revenue	**51,731,641**	**53,508,235**	**1,776,594**
Expenses			
Compensation and Benefits	27,882,358	27,669,639	(212,719)
Books and Supplies	4,042,982	3,378,007	(664,976)
Services and Other Operating Expenditures	18,596,497	19,617,100	1,020,602
Depreciation	804,902	957,438	152,536
Total Expenses	**51,326,740**	**51,622,184**	**295,444**
Operating Income	**404,901**	**1,886,051**	**1,481,150**
Fund Balance			
Beginning Balance (Unaudited)	21,480,112	21,757,882	277,771
Audit Adjustment	(127,130)	-	127,130
Beginning Balance (Audited)	21,352,981	21,757,882	404,901
Operating Income (including Depreciation)	404,901	1,886,051	1,481,150
	-	-	
Ending Fund Balance	**21,757,882**	**23,643,933**	**1,886,051**
Ending Fund Balance as a % of Expenses	*462%*	*486%*	*23%*
	-	-	-
Captial Outlay	859,549	1,232,654	373,105
Total ADA	3710.0	3963.4	253.4

Consolidated net income is projected for 17-18 at $1,886,051, an increase of $1,481,150* from the 16-17 forecast.

*In 16-17, Magnolia recognized an additional month of payroll and related benefits ($1.1M) due to an accounting change based on the reporting method recmmended by auditors.   Excluding this, the projected net income for 17-18 is a $379,547 increase from the 16-17 forecast.

MAGNOLIA SCIENCE ACADEMY - 1

	2016/17	2017/18	Variance
	Current Forecast - MSA-1	Preliminary Budget - MSA-1	FY18 vs. FY17
SUMMARY			
Revenue			
LCFF Entitlement	5,295,664	5,459,002	163,338
Federal Revenue	1,215,937	1,088,351	(127,586)
Other State Revenues	1,158,092	890,794	(267,298)
Local Revenues	104,374	69,650	(34,724)
Fundraising and Grants	69,360	65,000	(4,360)
Total Revenue	**7,843,427**	**7,572,797**	**(270,630)**
Expenses			
Compensation and Benefits	3,740,786	3,515,833	(224,953)
Books and Supplies	647,387	524,102	(123,285)
Services and Other Operating Expenditures	2,877,380	3,266,235	388,855
Depreciation	146,166	153,345	7,179
Total Expenses	**7,411,719**	**7,459,516**	**47,797**
Operating Income	**431,708**	**113,281**	**(318,427)**
Fund Balance			
Beginning Balance (Unaudited)	3,197,834	3,592,121	394,287
Audit Adjustment	(37,421)	-	37,421
Beginning Balance (Audited)	3,160,413	3,592,121	431,708
Operating Income (including Depreciation)	431,708	113,281	(318,427)
Ending Fund Balance	**3,592,121**	**3,705,403**	**113,281**
Ending Fund Balance as a % of Expenses	*48%*	*50%*	*1%*
			-
Captial Outlay	540,000	556,876	16,876
Total ADA	520.4	519.4	-1.0

SUMMARY OF BUDGET

Budgeting a net income of **$113,281,** a decrease of $120,065 from the 16-17 forecast before one-time adjustments and a decrease of $318,427 including adjustments.

DRIVERS OF BUDGET

Enrollment

Enrollment slightly decreases by 1 student while attendance rate remains the same.

	16-17	17-18	Variance
6	88	85	(3)
7	85	80	(5)
8	78	80	2
9	73	80	(3)
10	72	75	3
11	67	70	3
12	68	70	2
Total	**541**	**540**	**(1)**
ADA %	**96%**	**96%**	**0%**

Student Demographics

	16-17	17-18	Variance
Free & Reduced Lunch	88.1%	88.1%	0%
English Learners	11.9%	11.9%	0%

Staff

A teacher will now be a college counselor so there is a shift in codes from 1100 to 1300. A math teacher position was removed, as well as an administrative position for FY17-18. A foreign language teacher will now be part time, and a part time substitute was hired. An additional part time aide was also hired.

	16-17 FTE	17-18 FTE	Variance
1100 - Teacher Salaries	32	30	(2)
1300 - Certified Supervisor & Admin	5	6	1
2400 - Classified Clerical & Office	5	4	(1)
2900 - Classified Other Salaries	4	4.5	0.5
Total	**47**	**44.5**	**(2.5)**

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Books & Supplies

Approved textbooks and supplies of $92K was removed from the budget since the textbooks will be purchased at the end of FY16-17. Educational software increased $23K as the school will be using BrainPop, Fuel Education, MyOn and Naviance. Office supplies and non-instructional materials both reduced $10K each and instructional materials increased $11K based on principal's projections. Computers decreased $18K to meet the 1% reserve. Food expense decreased $31K, along with a corresponding reduction in revenue.

Services & Other Operating Expenses

ASES expense decreased $50K, along with a corresponding decrease in revenue due to actual participation. Legal Fees $20K and profesional development decreased $120K to meet the 1% reserve. Communications expense reduced $67K, along with a corresponding reduction in E-rate reimbursement based on monthly expenditures on phone and internet. Special education encroachment reduced $56K as the school is now with El Dorado SELPA (there was also a corresponding decrease in revenues). Rent increased $832K for MSA-1 based on the recent debt service schedule.

POTENTIAL RISKS

MSA-1 will start its construction of the additional facility during FY17-18, before the additional enrollment kicks in. The debt service will be $832K and the school has made extensive cuts to meet the 1% reserve.

MAGNOLIA SCIENCE ACADEMY - 2

	2016/17	2017/18	Variance
	Current Forecast - MSA-2	Preliminary Budget - MSA-2	FY18 vs. FY17
SUMMARY			
Revenue			
LCFF Entitlement	4,231,885	4,724,787	492,902
Federal Revenue	436,284	454,654	18,369
Other State Revenues	535,679	359,588	(176,091)
Local Revenues	93,650	58,680	(34,970)
Fundraising and Grants	27,722	20,550	(7,172)
Total Revenue	**5,325,221**	**5,618,259**	**293,038**
Expenses			
Compensation and Benefits	3,130,870	3,110,910	(19,960)
Books and Supplies	458,104	400,942	(57,163)
Services and Other Operating Expenditures	1,836,709	1,923,796	87,086
Depreciation	53,602	51,413	(2,189)
Total Expenses	**5,479,287**	**5,487,060**	**7,774**
Operating Income	**(154,066)**	**131,198**	**285,264**
Fund Balance			
Beginning Balance (Unaudited)	1,210,746	986,884	(223,862)
Audit Adjustment	(69,796)	-	69,796
Beginning Balance (Audited)	1,140,950	986,884	(154,066)
Operating Income (including Depreciation)	(154,066)	131,198	285,264
Ending Fund Balance	**986,884**	**1,118,082**	**131,198**
Ending Fund Balance as a % of Expenses	*18%*	*20%*	*2%*
			-
Captial Outlay	14,982	69,436	54,454
Total ADA	434.8	465.6	30.8

SUMMARY OF BUDGET

Budgeting a net income of **$131,198** an increase of $449,613 from the 16-17 forecast before one-time adjustments and an increase of $285,264 including adjustments.

DRIVERS OF BUDGET

Enrollment

Enrollment increases by 27 students with the addition of the portables and attendance rate remains the same.

	16-17	17-18	Variance
6	92	100	8
7	91	90	(1)
8	100	90	(10)
9	59	70	11
10	47	55	8
11	36	45	9
12	33	35	2
Total	458	485	27
ADA %	96%	96%	0%

Student Demographics

	16-17	17-18	Variance
Free & Reduced Lunch	93%	93%	0%
English Learners	17%	17%	0%

Staff

Two certificated teachers shifted to certificated admin positions, resulting in a shift in codes from 1100 to 1300. MSA-2 will replace a special education teacher with one part time special education teacher. MSA-2 will also hire an additional education specialist for FY17-18. One classified support staff will move to a certificated admin position. MSA-2 is removing their IT manager and admin assistant positions and will instead be adding a PT Shared IT manager.

	16-17 FTE	17-18 FTE	Variance
1100 - Teacher Salaries	25	22.5	(2.5)
1300 - Certified Supervisor & Admin	4	8	4
2400 - Classified Clerical & Office	5	3.5	(1.5)
2900 - Classified Other Salaries	4.5	4	(0.5)
Total	38.5	38	(0.5)

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Fundraising & Grants
Decreased $7K based on school projections for next year.

Books & Supplies

Approved textbooks and supplies decreased $54K and office supplies decreased $16K to meet a 1% reserve. Educational software increased $17K as the school will be using BrainPop, Fuel Education, MyOn and Naviance. Food expense decreased by $10K, along with a corresponding reduction in revenue.

Services & Other Operating Expenses

Other professional services increased $25K as the school will be using Panorama Education, Illuminate, Teachboost, and Data Works. Substitutes reduced $57K as MSA-2 will be fully staffed next year. Technology increased $18K based on projections from Head IT. Communications expense reduced $16K, along with a corresponding reduction in E-rate reimbursement based on monthly expenditures on phone and internet.

MAGNOLIA SCIENCE ACADEMY - 3

SUMMARY	2016/17 Current Forecast - MSA-3	2017/18 Preliminary Budget - MSA-3	Variance FY18 vs. FY17
Revenue			
LCFF Entitlement	4,249,844	4,463,366	213,522
Federal Revenue	493,878	485,007	(8,871)
Other State Revenues	683,539	447,300	(236,240)
Local Revenues	47,039	40,578	(6,460)
Fundraising and Grants	19,046	19,617	571
Total Revenue	**5,493,345**	**5,455,868**	**(37,477)**
Expenses			
Compensation and Benefits	3,344,656	2,816,986	(527,670)
Books and Supplies	426,976	434,314	7,338
Services and Other Operating Expenditures	2,018,236	2,058,008	39,772
Depreciation	19,096	19,096	-
Total Expenses	**5,808,964**	**5,328,404**	**(480,560)**
Operating Income	**(315,619)**	**127,464**	**443,083**
Fund Balance			
Beginning Balance (Unaudited)	976,777	659,803	(316,974)
Audit Adjustment	(1,355)	-	1,355
Beginning Balance (Audited)	975,422	659,803	(315,619)
Operating Income (including Depreciation)	(315,619)	127,464	443,083
Ending Fund Balance	**659,803**	**787,267**	**127,464**
Ending Fund Balance as a % of Expenses	*11%*	*15%*	*3%*
			-
Captial Outlay	-	94,341	94,341
Total ADA	433.4	442.1	8.7

SUMMARY OF BUDGET

Budgeting a net income of **$127,464,** an increase of $629,113 from the 16-17 forecast before one-time adjustments and an increase of $443,083 including adjustments.

DRIVERS OF BUDGET

Enrollment

Both enrollment and attendance rate will remain the same.

	16-17	17-18	Variance
6	88	90	2
7	102	85	(17)
8	90	100	10
9	53	55	2
10	46	50	4
11	43	40	(3)
12	38	40	2
Total	460	460	-
ADA %	94%	96%	(2%)

*ADA decreased in FY16-17 due to fighting and bullying. New leadership is turning this around.

Student Demographics

	16-17	17-18	Variance
Free & Reduced Lunch	82.6%	82.6%	0%
English Learners	7.1%	7.1%	0%

Staff

MSA-3 is removing three teaching positions for FY17-18 and one certificated teacher is moving to a certificated admin position, resulting in a shift in codes from 1100 to 1300. MSA-3 has removed the Dean of Academics position. A part time shared IT staff will become a full-time position, and the full-time position was removed and will be split between MSA-1 and MSA-5. A part-time aide position was removed.

	16-17 FTE	17-18 FTE	Variance
1100 - Teacher Salaries	27	23	(4)
1300 - Certified Supervisor & Admin	8	7	(1)
2400 - Classified Clerical & Office	2.5	2	(0.5)
2900 - Classified Other Salaries	3.5	3	(0.5)
Total	40	34.5	(5.5)

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Books & Supplies

Approved textbooks and supplies decreased $11K as school will only purchase consumables. Office supplies decreased $8K based on principal's projections. Added non-capitalized equipment of $18K to the budget for speakers, doc cam, security cameras and projectors. Food expense increased $26K, along with a corresponding increase in revenue.

Services & Other Operating Expenses

ASES expense decreased $46K, along with a corresponding decrease in revenue due to actual participation. School programs increased $13K based on principal's projections. Other professional services increased $31K since the school will be using Panorama Education, Illuminate, Teachboost, Data Works, and Imagine Etiquitte. Special education encroachment reduced $46K as the school is now with El Dorado SELPA (there was also a corresponding decrease in revenues).

MAGNOLIA SCIENCE ACADEMY - 4

SUMMARY	2016/17 Current Forecast - MSA-4	2017/18 Preliminary Budget - MSA-4	Variance FY18 vs. FY17
Revenue			
LCFF Entitlement	1,825,155	1,875,756	50,601
Federal Revenue	250,282	259,640	9,358
Other State Revenues	266,779	150,859	(115,921)
Local Revenues	28,311	22,035	(6,276)
Fundraising and Grants	19,228	3,000	(16,228)
Total Revenue	**2,389,755**	**2,311,290**	**(78,464)**
Expenses			
Compensation and Benefits	1,250,189	1,337,560	87,371
Books and Supplies	120,875	113,174	(7,701)
Services and Other Operating Expenditures	747,989	789,378	41,388
Depreciation	15,656	15,656	-
Total Expenses	**2,134,709**	**2,255,768**	**121,058**
Operating Income	**255,045**	**55,522**	**(199,523)**
Fund Balance			
Beginning Balance (Unaudited)	763,641	917,537	153,896
Audit Adjustment	(101,149)	-	101,149
Beginning Balance (Audited)	662,491	917,537	255,045
Operating Income (including Depreciation)	255,045	55,522	(199,523)
Ending Fund Balance	**917,537**	**973,059**	**55,522**
Ending Fund Balance as a % of Expenses	*43%*	*43%*	*0%*
			-
Captial Outlay	-	52,408	52,408
Total ADA	186.5	186.5	0.0

SUMMARY OF BUDGET

Budgeting a net income of **$55,522,** a decrease of $116,828 from the 16-17 forecast before one-time adjustments and a decrease of $199,523 including adjustments.

DRIVERS OF BUDGET

Enrollment

Enrollment and ADA percentage remain the same.

	16-17	17-18	Variance
6	17	17	-
7	26	26	-
8	28	28	-
9	29	29	-
10	42	42	-
11	24	24	-
12	27	27	-
Total	193	193	-
ADA %	97%	97%	0%

Student Demographics

	16-17	17-18	Variance
Free & Reduced Lunch	71.5%	71.5%	0%
English Learners	10.4%	10.4%	0%

Staff

One certificated teacher is moving to a certificated admin position, so there is a shift in codes from 1100 to 1300. MSA-4 will have a special education coordinator that will be shared with MSA-3, 6, 8, and SA.

	16-17 FTE	17-18 FTE	Variance
1100 - Teacher Salaries	12	10.5	(1.5)
1300 - Certified Supervisor & Admin	3	4.5	1.5
2400 - Classified Clerical & Office	2	2	-
2900 - Classified Other Salaries	1	1	-
Total	18	18	-

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Fundraising & Grants
Decreased $16K based on school projections for next year.

Books & Supplies

Educational software increased $10K as the school will be using BrainPop and Fuel Education. Instructional Materials and Supplies increased by $10K but this got shifted to office supplies which decreased by $12K. Removed $12K in computers as the school will only need repairs on computers.

Services & Other Operating Expenses

Legal fees increased $10K since MSA-4 will be up for renewal FY17-18. Professional development decreased $28K based on principal's projections. Communications expense reduced $19K, along with a corresponding reduction in E-rate reimbursement based on monthly expenditures on phone and internet. Substitutes reduced $8K as MSA-4 will be fully staffed next year. Currently a teacher is on maternity leave, which increased the substitute expense.

POTENTIAL RISKS

MSA-4 has experienced challenges in increasing enrollment, and this is a possibility that the enrollment targets in this budget will not be met. The budget is based on expenses needed to operate the campus with this number of students, and additional cuts would be needed if enrollment comes in lower.

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MAGNOLIA SCIENCE ACADEMY - 5

	2016/17	2017/18	Variance
	Current Forecast - MSA-5	Preliminary Budget - MSA-5	FY18 vs. FY17
SUMMARY			
Revenue			
LCFF Entitlement	1,650,101	1,939,936	289,835
Federal Revenue	224,838	226,461	1,623
Other State Revenues	195,813	180,136	(15,677)
Local Revenues	177,691	28,536	(149,155)
Fundraising and Grants	632	1,000	368
Total Revenue	**2,249,075**	**2,376,069**	**126,994**
Expenses			
Compensation and Benefits	1,159,590	1,399,666	240,076
Books and Supplies	250,882	225,109	(25,773)
Services and Other Operating Expenditures	698,855	675,372	(23,483)
Depreciation	4,774	11,400	6,626
Total Expenses	**2,114,101**	**2,311,546**	**197,446**
Operating Income	**134,974**	**64,523**	**(70,451)**
Fund Balance			
Beginning Balance (Unaudited)	1,144,335	1,212,490	68,156
Audit Adjustment	(66,819)	-	66,819
Beginning Balance (Audited)	1,077,516	1,212,490	134,974
Operating Income (including Depreciation)	134,974	64,523	(70,451)
Ending Fund Balance	**1,212,490**	**1,277,013**	**64,523**
Ending Fund Balance as a % of Expenses	*57%*	*55%*	*-2%*
			-
Captial Outlay	27,793	53,216	25,423
Total ADA	176.3	197.8	21.6

SUMMARY OF BUDGET

Budgeting a net income of **$64,523,** a decrease of $4,146 from the 16-17 forecast before one-time adjustments and a decrease of $70,451 including adjustments.

DRIVERS OF BUDGET

Enrollment

Enrollment is increasing with ADA percentage staying the same.

	16-17	17-18	Variance
6	49	50	1
7	29	50	(10)
8	28	55	(8)
9	59	40	25
10	-	15	15
Total	187	210	23
ADA %	95%	95%	0%

Student Demographics

	16-17	17-18	Variance
Free & Reduced Lunch	85%	85.2%	0.2%
English Learners	23.5%	23.3%	-0.2%

Staff

MSA-5 will be reducing one special education teacher which was funded by Option 3 Grant. They will be hiring two new multi-subject teachers, one computer/art teacher and a part-time special education teacher. A part-time IT manager will be hired and shared with MSA-2.

	16-17 FTE	17-18 FTE	Variance
1100 - Teacher Salaries	10	12.5	2.5
1300 - Certified Supervisor & Admin	2	2	-
2400 - Classified Clerical & Office	2	1.5	(0.5)
2900 - Classified Other Salaries	1	1	-
Total	15	17	2

Books & Supplies

Educational software increased $30K as the school will be using BrainPop, Fuel Education, and MyOn Online Reading. Non-capitalized equipment decreased $37K and computers decreased $33K as they will not need any additional equipment or computers since they made bulk

purchases FY16-17. Student food increased $13K as the LAUSD Food Services contract is projected to increase, again.

Services & Other Operating Expenses

Other professional services decreased $20K based on schools projection for services for the year. Legal fees increased $10K since MSA-5 will be up for renewal FY17-18. Marketing decreased $30K as the school does not plan on spending as much. Communications expense reduced $17K, along with a corresponding reduction in E-rate reimbursement based on monthly expenditures on phone and internet.

MAGNOLIA SCIENCE ACADEMY - 6

	2016/17	2017/18	Variance
	Current Forecast - MSA-6	Preliminary Budget - MSA-6	FY18 vs. FY17
SUMMARY			
Revenue			
LCFF Entitlement	1,549,755	1,574,417	24,662
Federal Revenue	166,735	170,405	3,670
Other State Revenues	258,506	220,619	(37,887)
Local Revenues	17,313	-	(17,313)
Fundraising and Grants	13,583	15,000	1,417
Total Revenue	**2,005,892**	**1,980,442**	**(25,451)**
Expenses			
Compensation and Benefits	1,076,354	1,173,022	96,668
Books and Supplies	161,576	127,250	(34,325)
Services and Other Operating Expenditures	564,700	509,765	(54,935)
Depreciation	28,726	28,726	-
Total Expenses	**1,831,355**	**1,838,764**	**7,408**
Operating Income	**174,537**	**141,678**	**(32,859)**
Fund Balance			
Beginning Balance (Unaudited)	1,006,776	1,119,974	113,198
Audit Adjustment	(61,339)	-	61,339
Beginning Balance (Audited)	945,437	1,119,974	174,537
Operating Income (including Depreciation)	174,537	141,678	(32,859)
Ending Fund Balance	**1,119,974**	**1,261,652**	**141,678**
Ending Fund Balance as a % of Expenses	*61%*	*69%*	*7%*
			-
Captial Outlay	-	51,109	51,109
Total ADA	171.2	168.8	-2.4

SUMMARY OF BUDGET

Budgeting a net income of **$141,678,** a increase of $14,993 from the 16-17 forecast before one-time adjustments and decrease of $32,859 including adjustments.

DRIVERS OF BUDGET

Enrollment

Enrollment is remains the same with ADA percentage slightly decreasing.

	16-17	17-18	Variance
6	60	60	-
7	55	55	-
8	59	59	-
Total	174	174	-
ADA %	98%	97%	0%

Student Demographics

	16-17	17-18	Variance
Free & Reduced Lunch	78.2%	78.2%	-
English Learners	10.9%	10.9%	-

Staff

One certificated teacher is moving to a certificated admin position, so there is a shift in codes from 1100 to 1300. MSA-6 will have a special education coordinator that will be shared with MSA-3, 6, 8, and SA. There was a budget category shift from 2900 to 2400 based on position title.

	16-17 FTE	17-18 FTE	Variance
1100 - Teacher Salaries	8	7	(1)
1300 - Certified Supervisor & Admin	3	4.5	1.5
2400 - Classified Clerical & Office	2	2.5	0.5
2900 - Classified Other Salaries	1	0.5	(0.5)
Total	14	14.5	0.5

Books & Supplies

Approved textbooks and supplies decreased $20K as school will not need to purchase new textbooks until 2018 and will be using online curriculums. Removed $20K from computers

since they do not anticipate on buying any additional Chromebooks, but may need to repair some. Food expense increased $11K, along with a corresponding increase in revenue.

Services & Other Operating Expenses

Repairs and maintenance increased $15K due improvements on the campus. MSA-6 plans on adding a heating/AC system as well as lockers for the students. Substitute expenses decreased $21K as MSA-6 plans to be fully staffed in FY17-18. Technology services decreased by $28K; 10K because in 16-17 a firewall was purchased, but that will not occur in 17-18.Communications expense reduced $21K, along with a corresponding reduction in E-rate reimbursement based on monthly expenditures on phone and internet.

POTENTIAL RISKS

MSA-6 has experienced challenges in increasing enrollment, and this is a possibility that the enrollment targets in this budget will not be met. The budget is based on expenses needed to operate the campus with this number of students, and additional cuts would be needed if enrollment comes in lower.

MAGNOLIA SCIENCE ACADEMY - 7

	2016/17	2017/18	Variance
	Current Forecast - MSA-7	Preliminary Budget - MSA-7	FY18 vs. FY17
SUMMARY			
Revenue			
LCFF Entitlement	2,588,482	2,658,045	69,563
Federal Revenue	288,855	235,853	(53,002)
Other State Revenues	629,151	564,241	(64,910)
Local Revenues	77,220	53,168	(24,052)
Fundraising and Grants	25,000	11,000	(14,000)
Total Revenue	**3,608,708**	**3,522,307**	**(86,401)**
Expenses			
Compensation and Benefits	1,672,960	1,682,985	10,025
Books and Supplies	301,250	188,317	(112,933)
Services and Other Operating Expenditures	1,643,545	1,551,087	(92,458)
Depreciation	37,295	45,159	7,864
Total Expenses	**3,655,049**	**3,467,548**	**(187,501)**
Operating Income	**(46,341)**	**54,759**	**101,100**
Fund Balance			
Beginning Balance (Unaudited)	939,109	901,012	(38,097)
Audit Adjustment	8,244	-	(8,244)
Beginning Balance (Audited)	947,353	901,012	(46,341)
Operating Income (including Depreciation)	(46,341)	54,759	101,100
Ending Fund Balance	**901,012**	**955,771**	**54,759**
Ending Fund Balance as a % of Expenses	*25%*	*28%*	*3%*
			-
Captial Outlay	77,650	92,741	15,091
Total ADA	283.1	283.2	0.1

SUMMARY OF BUDGET

Budgeting a net income of **$54,759,** an increase of $191,082 from the 16-17 forecast before one-time adjustments and increase of $101,100 including adjustments.

DRIVERS OF BUDGET

Enrollment

Enrollment is remaining the same, but a slight decrease in ADA percentage.

	16-17	17-18	Variance
K	49	49	-
1	29	29	-
2	28	28	-
3	59	59	-
4	74	74	-
5	56	56	-
Total	295	295	-
ADA %	96%	96%	0%

Student Demographics

	16-17	17-18	Variance
Free & Reduced Lunch	72.5%	69.0%	-3.5%
English Learners	31.2%	31.9%	0.7%

Staff

MSA-7 will hire an additional part time resource teacher to assist their current special education teacher with her caseload.

	16-17 FTE	17-18 FTE	Variance
1100 - Teacher Salaries	15	15.5	0.5
1300 - Certified Supervisor & Admin	2	2	-
2400 - Classified Clerical & Office	2	1.5	(0.5)
2900 - Classified Other Salaries	5.5	5.5	-
Total	24.5	24.5	-

Fundraising & Grants
Decreased $14K based on school projections for next year.

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Books & Supplies

Approved textbooks and supplies decreased $68K as school will only add new group textbooks and purchase consumables. Computer expense decreased $11.5K as the school will purchase Chromebooks in bulk and it will be a capital expense. Food expense decreased, along with a corresponding reduction in revenue, as the free and reduced lunch percentage decreased.

Services & Other Operating Expenses

Substitutes reduced $32K as MSA-7 will be fully staffed next year. Currently a teacher is on maternity leave, which increased the substitute expense. Technology decreased $10K because in 16-17 a firewall was purchased, but that will not occur in 17-18. Communications expense reduced $28K, along with a corresponding reduction in E-rate reimbursement based on monthly expenditures on phone and internet.

POTENTIAL RISKS

MSA-7 has a high special education population, but due to budget constraints, the school is only able to hire one additional part time position to manage the caseload. As a result, this puts more work on the staff that currently work with special education students. In addition, MSA-7 pays a large share of the CMO fee based on where they fall in the tiered structure. There have been discussions to lower the CMO fee, but no decision has been made as this would impact the other sites.

MAGNOLIA SCIENCE ACADEMY - 8

	2016/17	2017/18	Variance
	Current Forecast - MSA-8	Preliminary Budget - MSA-8	FY18 vs. FY17
SUMMARY			
Revenue			
LCFF Entitlement	4,522,135	4,656,757	134,622
Federal Revenue	308,278	304,497	(3,781)
Other State Revenues	633,323	528,197	(105,125)
Local Revenues	52,938	34,273	(18,665)
Fundraising and Grants	20,000	20,000	-
Total Revenue	**5,536,674**	**5,543,724**	**7,050**
Expenses			
Compensation and Benefits	2,829,807	2,782,961	(46,846)
Books and Supplies	419,657	426,715	7,058
Services and Other Operating Expenditures	2,128,182	2,090,297	(37,885)
Depreciation	84,873	96,064	11,191
Total Expenses	**5,462,519**	**5,396,037**	**(66,482)**
Operating Income	**74,155**	**147,687**	**73,532**
Fund Balance			
Beginning Balance (Unaudited)	3,061,348	3,045,002	(16,346)
Audit Adjustment	(90,501)	-	90,501
Beginning Balance (Audited)	2,970,847	3,045,002	74,155
Operating Income (including Depreciation)	74,155	147,687	73,532
Ending Fund Balance	**3,045,002**	**3,192,689**	**147,687**
Ending Fund Balance as a % of Expenses	*56%*	*59%*	*3%*
			-
Captial Outlay	84,000	87,367	3,367
Total ADA	485.7	486.2	0.6

SUMMARY OF BUDGET

Budgeting a net income of **$147,687** an increase of $194,497 from the 16-17 forecast before one-time adjustments and increase of $73,532 including adjustments.

DRIVERS OF BUDGET

Enrollment

Enrollment and ADA % will remain the same

	16-17	17-18	Variance
6	165	165	
7	165	165	
8	165	165	-
Total	**495**	**495**	**-**
ADA %	**98%**	**98%**	**0%**

Student Demographics

	16-17	17-18	Variance
Free & Reduced Lunch	91.9%	91.9%	0.0%
English Learners	15.2%	15.2%	0.0%

Staff

The computer teacher will now be a part time position and a classified staff is now certificated and will serve as a Special Education Teacher. A special education teacher from MSA-7 will work with MSA-3, 4, 6, 8 and SA. 20% of her salary, plus an additional stipend is split evenly amongst these sites.

	16-17 FTE	17-18 FTE	Variance
1100 - Teacher Salaries	25	25.5	0.5
1300 - Certified Supervisor & Admin	4	5	1
2400 - Classified Clerical & Office	3	3	-
2900 - Classified Other Salaries	7	6	(1)
Total	**39**	**39.5**	**0.5**

Books & Supplies

Textbooks and core curricula materials increased $28K with plans to purchase new science textbooks. Student food increased $10K as the LAUSD Food Services contract is projected to increase, again. Office supplies decreased $18K, but $6K of this was shifted to instructional materials and supplies.

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Services & Other Operating Expenses

Field trip expenses and outside consultants were both cut by $10K to meet a 1% reserve. Professional development decreased $27K as the amount of tuition reimbursements has decreased from 16-17.

POTENTIAL RISKS

Currently the PE teachers at MSA-8 have 80 students per class, which is difficult to manage. MSA-8 would like to hire an additional PE teacher to break up the class size, but was unable to make it work in the budget. In addition, food expenses for the site continue to rise as the work with LAUSD food services.

MAGNOLIA SCIENCE ACADEMY - SA

	2016/17	2017/18	Variance
	Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	FY18 vs. FY17
SUMMARY			
Revenue			
LCFF Entitlement	5,516,915	7,467,687	1,950,772
Federal Revenue	766,482	658,206	(108,276)
Other State Revenues	577,993	585,070	7,077
Local Revenues	22,441	64,612	42,171
Fundraising and Grants	45,744	32,446	(13,298)
Total Revenue	**6,929,574**	**8,808,020**	**1,878,446**
Expenses			
Compensation and Benefits	3,805,088	4,576,489	771,401
Books and Supplies	987,499	733,114	(254,386)
Services and Other Operating Expenditures	2,187,069	2,664,102	477,033
Depreciation	373,813	505,350	131,536
Total Expenses	**7,353,470**	**8,479,054**	**1,125,585**
Operating Income	**(423,896)**	**328,966**	**752,862**
Fund Balance			
Beginning Balance (Unaudited)	8,291,101	7,875,025	(416,076)
Audit Adjustment	7,820	-	(7,820)
Beginning Balance (Audited)	8,298,921	7,875,025	(423,896)
Operating Income (including Depreciation)	(423,896)	328,966	752,862
Ending Fund Balance	**7,875,025**	**8,203,991**	**328,966**
Ending Fund Balance as a % of Expenses	*107%*	*97%*	*-10%*
			-
Captial Outlay	115,124	124,000	8,876
Total ADA	**610.7**	**779.5**	**168.8**

SUMMARY OF BUDGET

Budgeting a net income of **$328,966,** an increase of $797,991 from the 16-17 forecast before one-time adjustments and increase of $752,862 including adjustments.

DRIVERS OF BUDGET

Enrollment

Enrollment will increase by 153 students and ADA % is decreased slightly

	16-17	17-18	Variance
K	67	75	8
1	46	75	29
2	52	75	23
3	59	75	16
4	53	56	3
5	49	55	6
6	65	60	(5)
7	85	90	5
8	43	90	47
9	42	55	13
10	42	50	8
11	11	45	34
12	14	11	(3)
Total	603	756	153
ADA %	97.3%	96.0%	-1.3%

Student Demographics

	16-17	17-18	Variance
Free & Reduced Lunch	80.9%	84.0%	3.1%
English Learners	35.2%	35.2%	0.0%

Staff

Four new teacher positions were added to the budget and a special education teacher currently on staff will now be the coordinator (shift of budget category 1100 to 1300). The regional director will now be on MSA-SA's payroll and the school will cover 80% of this salary, while MERF will cover the other 20%. An additional dean will be hired to be the Dean of Academics for the elementary students. A special education teacher from MSA-7 will work with MSA-3, 4, 6, 8 and SA. 20% of her salary, plus an additional stipend is split evenly amongst these sites. The Dean of Culture position was removed from the budget. Four new part-time aides will be hired due to the increase in enrollment, and three of the aides will be for special education.

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	16-17 FTE	17-18 FTE	Variance
1100 - Teacher Salaries	38	41.5	3.5
1300 - Certified Supervisor & Admin	6	8.5	2.5
2400 - Classified Clerical & Office	4	4	-
2900 - Classified Other Salaries	5	14.5	9.5
Total	**53**	**68.5**	**15.5**

Other Local Revenue

MSA-SA will now particpate in the summer program and will receive revenue of $39,108. The school had not previously participated.

Fundraising & Grants

Decreased $13K based on school projections for next year.

Books & Supplies

Textbooks for new students (estimated at $200/new student) and $10K for Spanish textbooks. This was a decrease of $193K from 16-17 as more textbooks needed to be purchased for increased number of students. Educational software increased $32K as the school will be using BrainPop, Fuel Education, MyOn Online Reading, and Read 180 Program. PE supplies increased $52K as the school expects a large increase with the new gym construction. The school did apply to join CIF, and requested costs to be split. However, the budget is conservative and assumes that the school will cover all costs. CIF is reviewing the application and a decision should be made in May. Furniture expenses decreased $88K as the school will need to purchase less furniture. Computer expenses decreased $119K as the school plans to purchase these in bulk to be capitalized, with $124K budgeted in 6400. All 33 classrooms will have computers and 10 carts (300 Chromebooks) will be added. Food expense increased $71K due to the increased enrollment.

Services & Other Operating Expenses

Rent increased $262K at MSA-SA based on the recent debt service schedule for the gym. Interest increased $266K as payment for the Prop 1D loan will begin in the 17-18 school year. Professional development, specifically tuition reimbursement, increased $96K with the increase of staff. Special education contract instructors increased $51K as the number of special education students is expected to increase. There was a decrease of $29K in fines and penalties as the new school site will be exempt from property tax next year as it will have been in operation for a full year. Prior year expenses (not accrued) decreased $55K as all 16-17 expenses are expected to be accrued for at year end.

POTENTIAL RISKS

MSA-SA will start its construction of the new gym and the debt service will be $231,630. The school has made extensive cuts in payroll to meet the 1% reserve.

MAGNOLIA SCIENCE ACADEMY - SD

	2016/17	2017/18	Variance
	Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	FY18 vs. FY17
SUMMARY			
Revenue			
LCFF Entitlement	3,031,463	3,298,113	266,650
Federal Revenue	105,749	125,122	19,373
Other State Revenues	528,352	393,481	(134,871)
Local Revenues	88,597	78,739	(9,858)
Fundraising and Grants	31,307	31,153	(154)
Total Revenue	**3,785,468**	**3,926,609**	**141,141**
Expenses			
Compensation and Benefits	2,307,318	2,210,403	(96,915)
Books and Supplies	183,955	144,548	(39,407)
Services and Other Operating Expenditures	1,239,823	1,352,286	112,463
Depreciation	39,460	30,295	(9,165)
Total Expenses	**3,770,556**	**3,737,532**	**(33,024)**
Operating Income	**14,911**	**189,077**	**174,165**
Fund Balance			
Beginning Balance (Unaudited)	1,173,620	1,189,492	15,872
Audit Adjustment	960	-	(960)
Beginning Balance (Audited)	1,174,581	1,189,492	14,911
Operating Income (including Depreciation)	14,911	189,077	174,165
Ending Fund Balance	**1,189,492**	**1,378,569**	**189,077**
Ending Fund Balance as a % of Expenses	*32%*	*37%*	*5%*
			-
Captial Outlay	-	51,160	51,160
Total ADA	407.9	434.3	26.3

SUMMARY OF BUDGET

Budgeting a a net income of **$189,077**, an increase of $274,099 from the 16-17 forecast before one-time adjustments and increase of $174,165 including adjustments.

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DRIVERS OF BUDGET

Enrollment

Enrollment will increase by 22 students and the ADA % will increase by 1.6%.

	16-17	17-18	Variance
6	126	150	24
7	155	150	(5)
8	147	150	3
Total	428	450	22
ADA %	95.4%	96.5%	1.6%

Student Demographics

	16-17	17-18	Variance
Free & Reduced Lunch	23.6%	23.6%	0.0%
English Learners	2.3%	3.1%	0.8%

Staff

In order to cover the cost of construction, the school made cuts in staffing. A part time PE teacher, substitute, band, and spanish teacher were removed from the budget. The current dean of students will fill the position of the band/life skills teacher, and the dean position will be replaced. A part time clerical office position was also removed from the budget.

	16-17 FTE	17-18 FTE	Variance
1100 - Teacher Salaries	22.5	20.5	(2.0)
1300 - Certified Supervisor & Admin	4.5	4.5	-
2400 - Classified Clerical & Office	3.5	3.0	(0.5)
2900 - Classified Other Salaries	2.5	2.5	-
Total	33	30.5	(2.5)

Books & Supplies

Approved textbooks decreased $13K as there are no plans to purchase an new textbooks. The budget is for any replacements or consumables that may be needed. Office supplies decreased $27K as the school will no longer need water coolers at their new site. $9K of this was shifted to instructional materials and supplies. Uniforms will no longer be purchased and sold, resulting in a $13K decrease in uniform expenses. Non capitalized equipment increased $12K for expenses associated with the new school site.

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Services & Other Operating Expenses

Travel and lodging decreased $13K as the school will not participale in as much professional development that requires travel. Corresponding decrease in professional development of $14K. Operations and housekeeping increased $30K to cover the cost of the move to a new school site. This was based on the expenses incurred by MSA-SA when they moved sites. This a one-time expense that will not be incurred in the following years. MSA-SD will use its reserves to pay for this expense. The rent expense increased $129K. The ground lease for the new site will be $220K and the debt service for the construction is $229K. As a result, total rent is $448,870. Legal fees decreased $10K and marketing and student recruiting decreased $12K based on school needs. Prior year expenditures decreased $11K as 16-17 expenses are expected to be accrued for at year end. Technology expenses increased $31K for one-time expenses associated with the new site (switches, server, etc.).

POTENTIAL RISKS

The debt service for MSA-SD is $229K for 17-18. MSA-SD has made extensive cuts to staff and other expenses. MSA-SD will pay 448,870, but will be unable to seek any reimbursement through SB740 as their free and reduced lunch population is too low.

MERF

SUMMARY	2016/17 Current Forecast - MERF	2017/18 Preliminary Budget - MERF	Variance FY18 vs. FY17
Revenue			
LCFF Entitlement	-	-	-
Federal Revenue	-	-	-
Other State Revenues	-	-	-
Local Revenues	6,414,502	6,392,850	(21,652)
Fundraising and Grants	150,000	-	(150,000)
Total Revenue	**6,564,502**	**6,392,850**	**(171,652)**
Expenses			
Compensation and Benefits	3,564,740	3,055,489	(509,251)
Books and Supplies	84,820	70,421	(14,399)
Services and Other Operating Expenditures	2,654,010	2,726,775	72,764
Depreciation	1,440	933	(507)
Total Expenses	**6,305,010**	**5,853,618**	**(451,392)**
Operating Income	**259,492**	**539,232**	**279,740**
Fund Balance			
Beginning Balance (Unaudited)	(285,175)	258,542	543,717
Audit Adjustment	284,225	-	(284,225)
Beginning Balance (Audited)	(950)	258,542	259,492
Operating Income	259,492	539,232	279,740
Ending Fund Balance (including Depreciation)	**258,542**	**797,774**	**539,232**
Ending Fund Balance as a % of Expenses	*4%*	*14%*	*10%*
			-
Capital Outlay	-	-	-

SUMMARY OF BUDGET

Budgeting a net income of **$539,232**, an increase of $279,740 from the 16-17 forecast.

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DRIVERS OF BUDGET

Staff

MERF has cut 6 positions from the budget, but plans to hire a vacant purchasing associate that has not yet been filled and a math coach. Net change in positions is 4. Total savings of $509K.

	16-17 FTE	17-18 FTE	Variance
1300 - Certified Supervisor & Admin	4.5	3.5	(1)
2400 - Classified Clerical & Office	21	18	(3)
2900 - Classified Other Salaries	4	4	(0)
Total	**29.5**	**25.5**	**(4)**

Revenue

The budget assumes that MERF will only receive revenue in the form of a CMO fee, which is a reduction of $171K in revenue from the 16-17 forecast. (MERF has received verbal confirmation for a 100K grant to be used for community organizers salaries; however, it will not be included in the budget until the MOU is signed).

Book & Supplies

Decreased by $14K as further budget cuts were made to cover the Santa Clara loss that will be absorbed by MERF.

Services & Other Operating Expenses
Increased by $72K to cover increasing legal and travel expenses ($237K), but cuts were made elsewhere in order to cover these costs.

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Exhibits

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Magnolia Public Schools

Current Forecast vs. Preliminary 17-18 Budget

	2016/17	2017/18	Variance
	Current Forecast	Preliminary Budget	FY18 vs. FY17
SUMMARY			
Revenue			
LCFF Entitlement	34,461,399	38,117,866	3,656,467
Federal Revenue	4,257,318	4,008,196	(249,122)
Other State Revenues	5,467,228	4,320,286	(1,146,942)
Local Revenues	7,124,075	6,843,121	(280,954)
Fundraising and Grants	421,620	218,766	(202,854)
Total Revenue	**51,731,641**	**53,508,235**	**1,776,594**
Expenses			
Compensation and Benefits	27,882,358	27,669,639	(212,719)
Books and Supplies	4,042,982	3,378,007	(664,976)
Services and Other Operating Expenditures	18,596,497	19,617,100	1,020,602
Depreciation	804,902	957,438	152,536
Total Expenses	**51,326,740**	**51,622,184**	**295,444**
Operating Income	**404,901**	**1,886,051**	**1,481,150**
Fund Balance			
Beginning Balance (Unaudited)	21,480,112	21,757,882	277,771
Audit Adjustment	(127,130)	-	127,130
Beginning Balance (Audited)	21,352,981	21,757,882	404,901
Operating Income (including Depreciation)	404,901	1,886,051	1,481,150
	-	-	
Ending Fund Balance	**21,757,882**	**23,643,933**	**1,886,051**
Ending Fund Balance as a % of Expenses	*462%*	*486%*	*23%*
	-	-	-
Captial Outlay	859,549	1,232,654	373,105

	Total ADA	**3710.0**	**3963.4**	**253.4**
		-	-	-
LCFF Entitlement		-	-	-
8011	Charter Schools LCFF - State Aid	20,846,265	23,978,466	3,132,201
8012	Education Protection Account Entitlement	4,423,999	4,287,790	(136,209)
8019	State Aid - Prior Years	6,797	-	(6,797)
8096	Charter Schools in Lieu of Property Taxes	9,184,338	9,851,610	667,272
		-	-	-
	SUBTOTAL - LCFF Entitlement	34,461,399	38,117,866	3,656,467
8100	**Federal Revenue**	-	-	-
8181	Special Education - Entitlement	591,040	573,412	(17,628)
8220	Child Nutrition Programs	1,075,039	1,140,809	65,769
8291	Title I	1,270,788	1,199,068	(71,720)
8292	Title II	15,157	182,911	167,754
8293	Title III	50,886	50,886	-
8296	Other Federal Revenue	974,310	861,111	(113,199)
8297	PY Federal - Not Accrued	5,405	-	(5,405)
8298	Implementation Grant	261,355	-	(261,355)
8299	All Other Federal Revenue	13,338	-	(13,338)
	SUBTOTAL - Federal Income	4,257,318	4,008,196	(249,122)
8300	**Other State Revenues**			
8319	Other State Apportionments - Prior Years	70,252	-	(70,252)
8381	Special Education - Entitlement (State)	2,032,020	2,113,758	81,738
8382	Special Education Reimbursement (State)	76,478	-	(76,478)
8520	Child Nutrition - State	87,157	97,696	10,540
8545	School Facilities Apportionments	663,585	662,833	(752)
8550	Mandated Cost Reimbursements	755,845	76,168	(679,677)
8560	State Lottery Revenue	701,194	760,763	59,570
8590	All Other State Revenue	375,231	-	(375,231)
8596	ASES	705,468	609,068	(96,400)

	SUBTOTAL - Other State Income	5,467,228	4,320,286	(1,146,942)
8634	Food Service Sales	38,823	34,704	(4,119)
8636	Uniforms	9,895	-	(9,895)
8650	Leases and Rentals	-	7,000	7,000
8660	Interest	3,186	2,891	(295)
8682	Summer Program	188,744	268,857	80,113
8690	Other Local Revenue	123,358	93,820	(29,538)
8693	Field Trips	43,000	43,000	-
8699	All Other Local Revenue	27,722	-	(27,722)
8701	Revenue Program 1	1,013,267	1,047,567	34,300
8702	Revenue Program 2	918,273	1,047,567	129,294
8703	Revenue Program 3	918,273	949,358	31,084
8704	Revenue Program 4	75,995	78,568	2,573
8705	Revenue Program 5	75,995	78,568	2,573
8706	Revenue Program 6	75,995	78,568	2,573
8707	Revenue Program 7	633,292	654,729	21,438
8708	Revenue Program 8	1,013,267	1,047,567	34,300
8709	Revenue Program 9	1,013,267	1,047,567	34,300
8712	Revenue Program 12	337,375	362,792	25,418
8713	Revenue Program 13	310,263	-	(310,263)
8714	COP Option 3 Grants	304,086	-	(304,086)
	SUBTOTAL - Local Revenues	7,124,075	6,843,121	(280,954)
8800	**Donations/Fundraising**			
8801	Donations - Parents	5,200	2,507	(2,693)
8802	Donations - Private	231,974	75,179	(156,795)
8803	Fundraising	184,446	141,080	(43,366)
		-	-	-
	SUBTOTAL - Fundraising and Grants	421,620	218,766	(202,854)
TOTAL REVENUE		51,731,641	53,508,235	1,776,594

EXPENSES

Compensation & Benefits

Certificated Employees Summary

1100	**Teachers Salaries**	12,647,449	12,051,883	(595,566)
1300	**Certificated Supervisor & Administrator Salaries**	3,979,168	4,080,720	101,552
		-	-	-
	SUBTOTAL - Certificated Employees	**16,626,617**	**16,132,604**	**(494,014)**

Classified Employees Summary

2400	**Classified Clerical & Office Salaries**	3,412,659	3,036,624	(376,035)
2900	**Classified Other Salaries**	1,734,266	1,685,475	(48,792)
		-	-	-
	SUBTOTAL - Classified Employees	**5,146,925**	**4,722,099**	**(424,826)**

Employee Benefits Summary

3100	STRS	2,055,497	2,254,241	198,744
3200	PERS	339,661	517,448	177,786
3300	OASDI-Medicare-Alternative	654,126	632,175	(21,951)
3400	Health & Welfare Benefits	2,641,972	3,033,544	391,573
3500	Unemployment Insurance	80,960	76,057	(4,903)
3600	Workers Comp Insurance	245,170	235,295	(9,875)
	SUBTOTAL - Employee Benefits	**6,108,815**	**6,814,936**	**706,121**

4000	**Books & Supplies**			
4100	Approved Textbooks & Core Curricula Materials	637,900	214,820	(423,080)
4200	Books & Other Reference Materials	61,865	47,030	(14,835)
4315	Custodial Supplies	67,077	65,480	(1,597)
4320	Educational Software	159,713	265,719	106,005
4325	Instructional Materials & Supplies	245,756	275,713	29,957
4326	Art & Music Supplies	33,768	39,766	5,998
4330	Office Supplies	194,240	70,549	(123,691)
4335	PE Supplies	13,831	67,060	53,229

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4340	Professional Development Supplies	1,650	250	(1,400)
4345	Non Instructional Student Materials & Supplies	83,217	73,755	(9,462)
4346	Teacher Supplies	26,238	24,460	(1,778)
4350	Uniforms	21,216	5,515	(15,701)
4351	Yearbook	5,760	2,260	(3,500)
4400	Noncapitalized Equipment	120,503	109,756	(10,748)
4410	Classroom Furniture, Equipment & Supplies	205,026	109,128	(95,898)
4420	Computers (individual items less than $5k)	280,538	67,000	(213,538)
4430	Non Classroom Related Furniture, Equipment & Supp	51,472	55,869	4,397
4700	Food	1,713,730	1,787,437	73,707
4720	Other Food	119,481	96,440	(23,041)
	SUBTOTAL - Books and Supplies	**4,042,982**	**3,378,007**	**(664,976)**
5000	**Services & Other Operating Expenses**			
5100	Subagreements for Services	-	-	
5101	Shared Management Fee - CMO	6,074,999	6,392,850	317,851
5102	Direct CMO Fee (Shared Staff)	310,263	-	(310,263)
5200	Travel & Conferences	9,354	9,120	(234)
5210	Conference Fees	88,953	100,405	11,452
5215	Travel - Mileage, Parking, Tolls	87,064	104,180	17,116
5220	Travel and Lodging	63,093	118,841	55,748
5300	Dues & Memberships	71,640	78,077	6,437
5450	Insurance - Other	204,773	207,148	2,375
5500	Operations & Housekeeping	310,068	213,191	(96,877)
5510	Utilities - Gas and Electric	262,680	249,548	(13,132)
5605	Equipment Leases	202,142	203,818	1,676
5610	Rent	1,975,198	2,595,983	620,786
5611	Prop 39 Related Costs	-	1,001,614	1,001,614
5615	Repairs and Maintenance - Building	159,465	180,094	20,629
5617	Repairs and Maintenance - Other Equipment	16,500	15,970	(530)
5803	Accounting Fees	116,236	124,409	8,173
5809	Banking Fees	36,238	34,765	(1,473)
5812	Business Services	695,000	700,000	5,000
5813	School Programs - After School Program	724,073	617,781	(106,292)

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5814	School Programs - Academic Competitions	24,558	31,496	6,937
5819	School Programs - Other	67,798	65,518	(2,279)
5820	Consultants - Non Instructional	119,100	143,047	23,947
5822	Other Professional Services	1,380,573	1,188,856	(191,717)
5824	District Oversight Fees	344,614	379,832	35,218
5830	Field Trips Expenses	214,043	185,900	(28,143)
5833	Fines and Penalties	32,204	1,518	(30,686)
5843	Interest - Loans Less than 1 Year	173,092	173,107	16
5845	Legal Fees	483,000	574,000	91,000
5848	Licenses and Other Fees	6,000	-	(6,000)
5851	Marketing and Student Recruiting	220,649	182,710	(37,939)
5857	Payroll Fees	189,927	196,902	6,975
5861	Prior Yr Exp (not accrued)	252,638	-	(252,638)
5863	Professional Development	691,167	366,414	(324,753)
5864	Professional Development - Other	87,500	454,750	367,250
5869	Special Education Contract Instructors	880,336	993,023	112,687
5872	Special Education Encroachment	430,458	295,407	(135,051)
5875	Staff Recruiting	22,954	17,300	(5,654)
5884	Substitutes	542,580	422,960	(119,620)
5887	Technology Services	587,116	800,118	213,002
5893	Transportation - Student	67,000	69,010	2,010
5898	Bad Debt Expense	4,385	2,559	(1,825)
5899	Miscellaneous Operating Expenses	85	0	(85)
5900	Communications	294,980	45,340	(249,640)
5915	Postage and Delivery	72,002	79,536	7,534
	SUBTOTAL - Services & Other Operating Exp.	**18,596,497**	**19,617,100**	**1,020,602**
6000	**Capital Outlay**			
6100	Sites & Improvement of Sites	-	15,000	15,000
6200	Buildings & Improvement of Buildings	517,650	712,377	194,727
6300	Prop 39 Clean Energy	-	271,277	271,277
6400	Equipment	120,024	-	(120,024)
6410	Computers (capitalizable items)	221,875	234,000	12,125

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SUBTOTAL - Capital Outlay	859,549	1,232,654	373,105
TOTAL EXPENSES	51,381,387	51,897,400	516,013
6900 **Total Depreciation (includes Prior Years)**	804,902	957,438	152,536
TOTAL EXPENSES including Depreciation	51,326,740	51,622,184	295,444

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Magnolia Science Academy -1

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-1	Preliminary Budget - MSA-1	FY18 vs. FY17	Preliminary Budget - MSA-1	
SUMMARY						
Revenue						
	LCFF Entitlement	5,295,664	5,459,002	163,338	5,361,963	97,039
	Federal Revenue	1,215,937	1,088,351	(127,586)	1,088,351	-
	Other State Revenues	1,158,092	890,794	(267,298)	913,198	(22,404)
	Local Revenues	104,374	69,650	(34,724)	69,650	-
	Fundraising and Grants	69,360	65,000	(4,360)	65,000	-
	Total Revenue	**7,843,427**	**7,572,797**	**(270,630)**	**7,498,162**	**74,635**
						-
Expenses						-
	Compensation and Benefits	3,740,786	3,515,833	(224,953)	3,643,122	(127,289)
	Books and Supplies	647,387	514,102	(133,285)	524,102	(10,000)
	Services and Other Operating Expenditures	2,877,380	3,276,235	398,855	3,090,319	185,916
	Depreciation	146,166	153,345	7,179	153,345	-
	Total Expenses	**7,411,719**	**7,459,516**	**47,797**	**7,410,889**	**48,627**
						-
Operating Income		**431,708**	**113,281**	**(318,427)**	**87,273**	**26,009**
						-
Fund Balance						-
	Beginning Balance (Unaudited)	3,197,834	3,592,121	394,287	3,579,743	12,378
	Audit Adjustment	(37,421)	-	37,421	-	-
	Beginning Balance (Audited)	3,160,413	3,592,121	431,708	3,579,743	12,378
	Operating Income (including Depreciation)	431,708	113,281	(318,427)	87,273	26,009
						-
Ending Fund Balance		**3,592,121**	**3,705,403**	**113,281**	**3,667,016**	**38,386**
Ending Fund Balance as a % of Expenses		*48%*	*50%*	*1%*	*49%*	*0*
					-	
Captial Outlay		540,000	556,876	16,876	556,876	
	Total ADA	**520.4**	**519.4**	**-1.0**	**517.7**	2
				-		-
LCFF Entitlement				-		-
8011	Charter Schools LCFF - State Aid	3,463,766	3,682,546	218,780	3,612,130	70,415
8012	Education Protection Account Entitlement	756,466	704,485	(51,981)	681,412	23,072
8019	State Aid - Prior Years	1,404	-	(1,404)	-	-

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Magnolia Science Academy -1

Draft 5/10/17 Net Change

		2016/17	2017/18	Variance	2017/18	Net Change
		Current Forecast - MSA-1	Preliminary Budget - MSA-1	FY18 vs. FY17	Preliminary Budget - MSA-1	
8096	Charter Schools in Lieu of Property Taxes	1,074,028	1,071,972	(2,057)	1,068,420	3,551
				-		-
				-		-
	SUBTOTAL - LCFF Entitlement	5,295,664	5,459,002	163,338	5,361,963	97,039
8100	**Federal Revenue**			-		-
8181	Special Education - Entitlement	100,353	67,625	(32,728)	67,625	-
8220	Child Nutrition Programs	270,521	232,339	(38,182)	232,339	-
8291	Title I	211,678	185,886	(25,792)	185,886	-
8292	Title II	2,434	29,415	26,981	29,415	-
8293	Title III	50,886	50,886	-	50,886	-
8296	Other Federal Revenue	572,227	522,200	(50,027)	522,200	-
8297	PY Federal - Not Accrued	2,707	-	(2,707)	-	-
8299	All Other Federal Revenue	5,130	-	(5,130)	-	-
				-		-
	SUBTOTAL - Federal Income	1,215,937	1,088,351	(127,586)	1,088,351	-

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Magnolia Science Academy -1

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-1	Preliminary Budget - MSA-1	FY18 vs. FY17	Preliminary Budget - MSA-1	
8300	**Other State Revenues**			-		-
8319	Other State Apportionments - Prior Years	3,162	-	(3,162)	-	-
8381	Special Education - Entitlement (State)	293,031	266,958	(26,073)	266,074	884
8520	Child Nutrition - State	23,543	19,443	(4,101)	19,443	-
8545	School Facilities Apportionments	389,070	389,530	460	388,240	1,290
8550	Mandated Cost Reimbursements	125,936	15,170	(110,766)	40,157	(24,987)
8560	State Lottery Revenue	98,350	99,693	1,343	99,284	409
8590	All Other State Revenue	75,000	-	(75,000)	-	-
8596	ASES	150,000	100,000	(50,000)	100,000	-
				-		-
	SUBTOTAL - Other State Income	1,158,092	890,794	(267,298)	913,198	(22,404)
8600	**Other Local Revenue**			-		-
8634	Food Service Sales	7,000	7,852	852	7,852	-
8682	Summer Program	34,822	31,798	(3,024)	31,798	-
8690	Other Local Revenue	29,749	30,000	251	30,000	-
8714	COP Option 3 Grants	32,804	-	(32,804)	-	-
				-		-
	SUBTOTAL - Local Revenues	104,374	69,650	(34,724)	69,650	-
8800	**Donations/Fundraising**			-		-
8801	Donations - Parents	2,750	-	(2,750)	-	-
8802	Donations - Private	25,991	30,000	4,009	30,000	-
8803	Fundraising	40,618	35,000	(5,618)	35,000	-
				-		-
	SUBTOTAL - Fundraising and Grants	69,360	65,000	(4,360)	65,000	-
TOTAL REVENUE		7,843,427	7,572,797	(270,630)	7,498,162	74,635
				-		-

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Magnolia Science Academy -1

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-1	Preliminary Budget - MSA-1	FY18 vs. FY17	Preliminary Budget - MSA-1	
EXPENSES				-		-
				-		-
Compensation & Benefits				-		-
				-		-
Certificated Employees Summary				-		-
1100	**Teachers Salaries**	2,062,229	1,795,223	(267,007)	1,889,247	(94,025)
1300	**Certificated Supervisor & Administrator Salaries**	413,814	466,687	52,873	466,687	-
				-		-
	SUBTOTAL - Certificated Employees	**2,476,043**	**2,261,910**	**(214,134)**	**2,355,934**	**(94,025)**
Classified Employees Summary				-		-
2400	**Classified Clerical & Office Salaries**	176,422	180,035	3,613	217,475	(37,440)
2900	**Classified Other Salaries**	240,566	214,840	(25,726)	177,400	37,440
				-		-
	SUBTOTAL - Classified Employees	**416,988**	**394,875**	**(22,113)**	**394,875**	**-**
Employee Benefits Summary				**-**		-
3100	STRS	308,970	312,448	3,478	326,016	(13,568)
3200	PERS	41,678	56,397	14,719	56,397	-
3300	OASDI-Medicare-Alternative	68,718	69,375	657	70,746	(1,370)
3400	Health & Welfare Benefits	364,858	362,486	(2,372)	378,748	(16,262)
3500	Unemployment Insurance	30,955	28,428	(2,528)	29,434	(1,006)
3600	Workers Comp Insurance	32,576	29,915	(2,660)	30,974	(1,059)
				-		-
	SUBTOTAL - Employee Benefits	**847,755**	**859,049**	**11,294**	**892,314**	**(33,265)**

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Magnolia Science Academy -1

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-1	Preliminary Budget - MSA-1	FY18 vs. FY17	Preliminary Budget - MSA-1	
4000	**Books & Supplies**			-		-
4100	Approved Textbooks & Core Curricula Materials	92,128	-	(92,128)	-	-
4200	Books & Other Reference Materials	9,726	10,000	274	10,000	-
4315	Custodial Supplies	20,000	20,000	-	20,000	-
4320	Educational Software	20,000	43,000	23,000	43,000	-
4325	Instructional Materials & Supplies	49,415	55,000	5,585	60,000	(5,000)
4326	Art & Music Supplies	5,000	10,000	5,000	10,000	-
4330	Office Supplies	17,000	6,750	(10,250)	6,750	-
4345	Non Instructional Student Materials & Supplies	20,000	10,000	(10,000)	10,000	-
4346	Teacher Supplies	5,000	5,000	-	5,000	-
4400	Noncapitalized Equipment	30,000	25,256	(4,744)	25,256	-
4420	Computers (individual items less than $5k)	33,500	15,500	(18,000)	15,500	-
4430	Non Classroom Related Furniture, Equipment & Supp	20,000	20,000	-	25,000	(5,000)
4700	Food	316,118	285,597	(30,521)	285,597	-
4720	Other Food	9,500	8,000	(1,500)	8,000	-
4999	4000 series 1099 reimbursable expenses	-	-	-	-	-
				-		-
	SUBTOTAL - Books and Supplies	**647,387**	**514,102**	**(133,285)**	**524,102**	**(10,000)**

Magnolia Science Academy -1

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-1	Preliminary Budget - MSA-1	FY18 vs. FY17	Preliminary Budget - MSA-1	
5000	**Services & Other Operating Expenses**					-
5101	Shared Management Fee - CMO	1,013,267	1,047,567	34,300	1,048,914	(1,347)
5102	Direct CMO Fee (Shared Staff)	41,388	-	(41,388)	-	-
5210	Conference Fees	18,401	12,500	(5,901)	12,500	-
5215	Travel - Mileage, Parking, Tolls	2,244	2,000	(244)	2,000	-
5220	Travel and Lodging	2,246	2,000	(246)	2,000	-
5300	Dues & Memberships	7,854	7,500	(354)	7,500	-
5450	Insurance - Other	33,177	32,970	(207)	32,970	(0)
5500	Operations & Housekeeping	50,000	50,000	-	50,000	-
5510	Utilities - Gas and Electric	60,000	60,000	-	60,000	-
5605	Equipment Leases	20,000	20,000	-	20,000	-
5610	Rent	446,911	1,278,598	831,687	1,087,367	191,231
5615	Repairs and Maintenance - Building	50,000	50,000	-	50,000	-
5617	Repairs and Maintenance - Other Equipment	2,000	2,000	-	2,000	-
5803	Accounting Fees	10,000	10,281	281	10,281	-
5809	Banking Fees	1,400	1,500	100	1,500	-
5813	School Programs - After School Program	150,000	100,000	(50,000)	100,000	-
5814	School Programs - Academic Competitions	6,392	10,000	3,608	10,000	-
5819	School Programs - Other	26,608	28,787	2,179	28,787	0
5820	Consultants - Non Instructional	15,000	15,421	421	15,421	-
5822	Other Professional Services	94,000	99,237	5,237	99,237	-
5824	District Oversight Fees	52,957	54,590	1,633	53,620	970
5830	Field Trips Expenses	33,765	25,000	(8,765)	25,000	-
5833	Fines and Penalties	294	303	9	303	-
5843	Interest - Loans Less than 1 Year	172,394	-	(172,394)	-	-
5845	Legal Fees	40,000	15,000	(25,000)	20,000	(5,000)
5851	Marketing and Student Recruiting	20,000	15,000	(5,000)	15,000	-
5857	Payroll Fees	26,400	25,000	(1,400)	25,000	-
5861	Prior Yr Exp (not accrued)	18,219	-	(18,219)	-	-
5863	Professional Development	150,100	30,000	(120,100)	30,000	-
5864	Professional Development - Other	-	52,250	52,250	52,250	-
5869	Special Education Contract Instructors	75,000	82,000	7,000	82,000	-
5872	Special Education Encroachment	78,677	22,672	(56,005)	22,610	62
5884	Substitutes	30,000	30,000	-	30,000	-
5887	Technology Services	46,200	78,500	32,300	78,500	-

Magnolia Science Academy -1

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-1	Preliminary Budget - MSA-1	FY18 vs. FY17	Preliminary Budget - MSA-1	
5898	Bad Debt Expense	2,484	2,559	75	2,559	-
5899	Miscellaneous Operating Expenses	0	0	0	0	-
5900	Communications	70,000	3,000	(67,000)	3,000	-
5915	Postage and Delivery	10,000	10,000	-	10,000	-
				-		-
	SUBTOTAL - Services & Other Operating Exp.	**2,877,380**	**3,276,235**	**398,855**	**3,090,319**	**185,916**
						-
6000	**Capital Outlay**			-		-
6200	Buildings & Improvement of Buildings	500,000	500,000	-	500,000	-
6300	Prop 39 Clean Energy	-	56,876	56,876	56,876	-
6400	Equipment	40,000	-	(40,000)	-	-
				-		-
	SUBTOTAL - Capital Outlay	**540,000**	**556,876**	**16,876**	**556,876**	**-**
	TOTAL EXPENSES	**7,805,553**	**7,863,046**	**57,494**	**7,814,420**	**48,627**
				-		-
6900	**Total Depreciation (includes Prior Years)**	**146,166**	**153,345**	**7,179**	**153,345**	**-**
				-		-
	TOTAL EXPENSES including Depreciation	**7,411,719**	**7,459,516**	**47,797**	**7,410,889**	**48,627**

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Magnolia Science Academy -2

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-2	Preliminary Budget - MSA-2	FY18 vs. FY17	Preliminary Budget - MSA-2	
SUMMARY						
Revenue						
	LCFF Entitlement	4,231,885	4,724,787	492,902	4,636,192	88,595
	Federal Revenue	436,284	454,654	18,369	454,654	-
	Other State Revenues	535,679	359,588	(176,091)	385,735	(26,147)
	Local Revenues	93,650	58,680	(34,970)	58,680	-
	Fundraising and Grants	27,722	20,550	(7,172)	20,550	-
	Total Revenue	**5,325,221**	**5,618,259**	**293,038**	**5,555,811**	62,448
						-
Expenses						-
	Compensation and Benefits	3,130,870	3,110,910	(19,960)	3,124,921	(14,011)
	Books and Supplies	458,104	400,942	(57,163)	400,942	-
	Services and Other Operating Expenditures	1,836,709	1,923,796	87,086	1,921,139	2,656
	Depreciation	53,602	51,413	(2,189)	51,413	-
	Total Expenses	**5,479,287**	**5,487,060**	**7,774**	**5,498,415**	(11,355)
						-
Operating Income		**(154,066)**	**131,198**	**285,264**	**57,396**	73,802
						-
Fund Balance						-
	Beginning Balance (Unaudited)	1,210,746	986,884	(223,862)	946,107	40,777
	Audit Adjustment	(69,796)	-	69,796	-	-
	Beginning Balance (Audited)	1,140,950	986,884	(154,066)	946,107	40,777
	Operating Income (including Depreciation)	(154,066)	131,198	285,264	57,396	73,802
						-
Ending Fund Balance		**986,884**	**1,118,082**	**131,198**	**1,003,503**	114,580
Ending Fund Balance as a % of Expenses		*18%*	*20%*	*2%*	*18%*	0
					-	
Captial Outlay		14,982	69,436	54,454	69,436	
	Total ADA	**434.8**	**465.6**	**30.8**	**465.6**	-
						-
LCFF Entitlement				-		-
8011	Charter Schools LCFF - State Aid	2,715,125	3,146,284	431,159	3,075,928	70,356
8012	Education Protection Account Entitlement	618,090	617,518	(572)	599,279	18,239
8019	State Aid - Prior Years	1,173	-	(1,173)	-	-

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Magnolia Science Academy -2

Draft 5/10/17 Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-2	Preliminary Budget - MSA-2	FY18 vs. FY17	Preliminary Budget - MSA-2	
8096	Charter Schools in Lieu of Property Taxes	897,497	960,984	63,488	960,984	-
						-
						-
	SUBTOTAL - LCFF Entitlement	4,231,885	4,724,787	492,902	4,636,192	88,595
8100	**Federal Revenue**			-		-
8181	Special Education - Entitlement	83,859	57,250	(26,609)	57,250	-
8220	Child Nutrition Programs	165,224	204,441	39,218	204,441	-
8291	Title I	157,858	147,067	(10,791)	147,067	-
8292	Title II	1,963	23,695	21,732	23,695	-
8296	Other Federal Revenue	24,341	22,200	(2,141)	22,200	-
8299	All Other Federal Revenue	3,040	-	(3,040)	-	-
				-		-
	SUBTOTAL - Federal Income	436,284	454,654	18,369	454,654	-

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Magnolia Science Academy -2

		2016/17	2017/18	Variance		2017/18	
		Current Forecast - MSA-2	Preliminary Budget - MSA-2	FY18 vs. FY17		Preliminary Budget - MSA-2	
8300	**Other State Revenues**			-			-
8319	Other State Apportionments - Prior Years	8,862	-	(8,862)		-	-
8381	Special Education - Entitlement (State)	244,867	239,318	(5,549)		239,318	-
8520	Child Nutrition - State	15,114	20,081	4,967		20,081	-
8550	Mandated Cost Reimbursements	109,651	10,817	(98,834)		37,035	(26,218)
8560	State Lottery Revenue	82,185	89,371	7,186		89,301	70
8590	All Other State Revenue	75,000	-	(75,000)		-	-
				-			-
	SUBTOTAL - Other State Income	535,679	359,588	(176,091)		385,735	(26,147)
8600	**Other Local Revenue**			-			-
8634	Food Service Sales	5,000	425	(4,575)		425	-
8682	Summer Program	30,210	36,748	6,538		36,748	-
8690	Other Local Revenue	20,881	21,507	626		21,507	-
8714	COP Option 3 Grants	37,559	-	(37,559)		-	-
				-			-
	SUBTOTAL - Local Revenues	93,650	58,680	(34,970)		58,680	-
8800	**Donations/Fundraising**			-			-
8801	Donations - Parents	550	550	-		550	-
8802	Donations - Private	5,297	5,000	(297)		5,000	-
8803	Fundraising	21,875	15,000	(6,875)		15,000	-
				-			-
	SUBTOTAL - Fundraising and Grants	27,722	20,550	(7,172)		20,550	-
TOTAL REVENUE		**5,325,221**	**5,618,259**	**293,038**		**5,555,811**	62,448

Draft 5/10/17   Net Change

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Magnolia Science Academy -2

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-2	Preliminary Budget - MSA-2	FY18 vs. FY17	Preliminary Budget - MSA-2	
				-		-
EXPENSES				**-**		-
				-		-
Compensation & Benefits				-		-
				-		-
Certificated Employees Summary				-		-
1100	**Teachers Salaries**	1,666,696	1,400,113	(266,583)	1,411,056	(10,944)
1300	**Certificated Supervisor & Administrator Salaries**	358,258	556,444	198,186	556,444	-
				-		-
	SUBTOTAL - Certificated Employees	**2,024,954**	**1,956,557**	**(68,397)**	**1,967,501**	**(10,944)**
Classified Employees Summary				-		-
2400	**Classified Clerical & Office Salaries**	200,732	153,750	(46,982)	158,300	(4,550)
2900	**Classified Other Salaries**	203,615	168,000	(35,615)	168,000	-
				-		-
	SUBTOTAL - Classified Employees	**404,346**	**321,750**	**(82,596)**	**326,300**	**(4,550)**
Employee Benefits Summary				-		-
3100	STRS	250,527	275,743	25,216	275,743	-
3200	PERS	51,073	49,971	(1,102)	50,678	(707)
3300	OASDI-Medicare-Alternative	61,969	56,123	(5,846)	56,471	(348)
3400	Health & Welfare Benefits	306,440	420,974	114,534	418,254	2,720
3500	Unemployment Insurance	4,207	4,139	(68)	4,147	(8)
3600	Workers Comp Insurance	27,354	25,654	(1,700)	25,828	(174)
				-		-
	SUBTOTAL - Employee Benefits	**701,570**	**832,603**	**131,033**	**831,121**	**1,483**

Magnolia Science Academy -2

		2016/17	2017/18	Variance		2017/18	Net Change
		Current Forecast - MSA-2	Preliminary Budget - MSA-2	FY18 vs. FY17		Preliminary Budget - MSA-2	
4000	**Books & Supplies**			-			-
4100	Approved Textbooks & Core Curricula Materials	73,634	20,000	(53,634)		20,000	-
4200	Books & Other Reference Materials	6,411	-	(6,411)		-	-
4315	Custodial Supplies	2,000	-	(2,000)		-	-
4320	Educational Software	17,900	35,000	17,100		35,000	-
4325	Instructional Materials & Supplies	22,541	25,000	2,459		25,000	-
4330	Office Supplies	20,574	5,000	(15,574)		5,000	-
4340	Professional Development Supplies	1,650	-	(1,650)		-	-
4345	Non Instructional Student Materials & Supplies	9,400	9,500	100		9,500	-
4346	Teacher Supplies	737	-	(737)		-	-
4400	Noncapitalized Equipment	16,626	25,000	8,374		25,000	-
4410	Classroom Furniture, Equipment & Supplies	10,593	7,000	(3,593)		7,000	-
4420	Computers (individual items less than $5k)	2,317	7,000	4,683		7,000	-
4430	Non Classroom Related Furniture, Equipment & Supp	5,918	10,000	4,083		10,000	-
4700	Food	257,723	247,442	(10,281)		247,442	-
4720	Other Food	10,081	10,000	(81)		10,000	-
				-			-
	SUBTOTAL - Books and Supplies	**458,104**	**400,942**	**(57,163)**		**400,942**	-

Draft 5/10/17   Net Change

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Magnolia Science Academy -2

Draft 5/10/17 Net Change

5000	Services & Other Operating Expenses	2016/17 Current Forecast - MSA-2	2017/18 Preliminary Budget - MSA-2	Variance FY18 vs. FY17	2017/18 Preliminary Budget - MSA-2	
						-
5101	Shared Management Fee - CMO	918,273	1,047,567	129,294	1,048,914	(1,347)
5102	Direct CMO Fee (Shared Staff)	34,536	-	(34,536)	-	-
5210	Conference Fees	4,000	6,000	2,000	6,000	-
5215	Travel - Mileage, Parking, Tolls	2,500	2,500	-	2,500	-
5220	Travel and Lodging	500	-	(500)	-	-
5300	Dues & Memberships	4,555	6,000	1,445	6,000	-
5450	Insurance - Other	24,420	23,664	(756)	23,664	(0)
5500	Operations & Housekeeping	127,000	-	(127,000)	-	-
5605	Equipment Leases	13,000	13,390	390	13,390	-
5610	Rent	-	24,000	24,000	24,000	-
5611	Prop 39 Related Costs	-	149,352	149,352	149,352	-
5615	Repairs and Maintenance - Building	8,000	5,000	(3,000)	5,000	-
5803	Accounting Fees	8,000	8,000	-	8,000	-
5809	Banking Fees	1,000	1,030	30	1,030	-
5813	School Programs - After School Program	1,605	1,653	48	1,653	-
5814	School Programs - Academic Competitions	1,776	1,557	(219)	1,557	0
5819	School Programs - Other	6,110	6,180	70	6,180	-
5820	Consultants - Non Instructional	23,000	23,000	-	23,000	-
5822	Other Professional Services	60,000	84,714	24,714	81,596	3,118
5824	District Oversight Fees	42,319	47,248	4,929	46,362	886
5830	Field Trips Expenses	20,000	20,600	600	20,600	-
5843	Interest - Loans Less than 1 Year	58	-	(58)	-	-
5845	Legal Fees	25,000	20,000	(5,000)	20,000	-
5851	Marketing and Student Recruiting	24,000	24,720	720	24,720	-
5857	Payroll Fees	21,327	21,967	640	21,967	-
5861	Prior Yr Exp (not accrued)	29,955	-	(29,955)	-	-
5863	Professional Development	80,000	35,000	(45,000)	35,000	-
5864	Professional Development - Other	-	50,500	50,500	50,500	-
5869	Special Education Contract Instructors	105,000	150,000	45,000	150,000	-
5872	Special Education Encroachment	65,745	20,122	(45,623)	20,122	-
5884	Substitutes	105,130	48,000	(57,130)	48,000	-
5887	Technology Services	54,316	72,250	17,934	72,250	-
5900	Communications	18,980	3,000	(15,980)	3,000	-
5915	Postage and Delivery	6,604	6,781	177	6,781	(0)

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Magnolia Science Academy -2

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-2	Preliminary Budget - MSA-2	FY18 vs. FY17	Preliminary Budget - MSA-2	
				-		-
	SUBTOTAL - Services & Other Operating Exp.	**1,836,709**	**1,923,796**	**87,086**	**1,921,139**	2,656
				-		-
6000	**Capital Outlay**			-		-
6100	Sites & Improvement of Sites	-	15,000	15,000	15,000	-
6300	Prop 39 Clean Energy	-	54,436	54,436	54,436	-
6400	Equipment	14,982	-	(14,982)	-	-
				-		-
	SUBTOTAL - Capital Outlay	**14,982**	**69,436**	**54,454**	**69,436**	-
TOTAL EXPENSES		**5,440,666**	**5,505,083**	**64,417**	**5,516,438**	(11,355)
				-		-
6900	**Total Depreciation (includes Prior Years)**	**53,602**	**51,413**	**(2,189)**	**51,413**	-
				-		-
	TOTAL EXPENSES including Depreciation	**5,479,287**	**5,487,060**	**7,774**	**5,498,415**	(11,355)

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Magnolia Science Academy -3

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-3	Preliminary Budget - MSA-3	FY18 vs. FY17	Preliminary Budget - MSA-3	
SUMMARY						
Revenue						
	LCFF Entitlement	4,249,844	4,463,366	213,522	4,404,335	59,031
	Federal Revenue	493,878	485,007	(8,871)	485,007	-
	Other State Revenues	683,539	447,300	(236,240)	472,501	(25,202)
	Local Revenues	47,039	40,578	(6,460)	40,578	-
	Fundraising and Grants	19,046	19,617	571	19,617	-
	Total Revenue	**5,493,345**	**5,455,868**	**(37,477)**	**5,422,038**	**33,829**
						-
Expenses						-
	Compensation and Benefits	3,344,656	2,824,322	(520,334)	2,802,145	22,177
	Books and Supplies	426,976	434,314	7,338	434,314	-
	Services and Other Operating Expenditures	2,018,236	2,058,008	39,772	2,058,639	(631)
	Depreciation	19,096	19,096	-	19,096	-
	Total Expenses	**5,808,964**	**5,335,741**	**(473,224)**	**5,314,194**	**21,547**
						-
Operating Income		**(315,619)**	**120,127**	**435,746**	**107,844**	**12,283**
						-
Fund Balance						-
	Beginning Balance (Unaudited)	976,777	659,803	(316,974)	762,890	(103,087)
	Audit Adjustment	(1,355)	-	1,355	-	-
	Beginning Balance (Audited)	975,422	659,803	(315,619)	762,890	(103,087)
	Operating Income (including Depreciation)	(315,619)	120,127	435,746	107,844	12,283
						-
Ending Fund Balance		**659,803**	**779,930**	**120,127**	**870,735**	**(90,804)**
Ending Fund Balance as a % of Expenses		*11%*	*15%*	*3%*	*16%*	*(0)*
					-	
Captial Outlay		-	94,341	94,341	94,341	
	Total ADA	**433.4**	**442.1**	**8.7**	**442.1**	-
				-		-
LCFF Entitlement				-		-
8011	Charter Schools LCFF - State Aid	2,750,771	2,968,689	217,918	2,926,856	41,833
8012	Education Protection Account Entitlement	603,366	582,279	(21,087)	565,081	17,198
8019	State Aid - Prior Years	1,162	-	(1,162)	-	-

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Magnolia Science Academy -3

Draft 5/10/17 Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-3	Preliminary Budget - MSA-3	FY18 vs. FY17	Preliminary Budget - MSA-3	
8096	Charter Schools in Lieu of Property Taxes	894,545	912,399	17,853	912,399	-
				-		-
				-		-
	SUBTOTAL - LCFF Entitlement	4,249,844	4,463,366	213,522	4,404,335	59,031
8100	**Federal Revenue**			-		-
8181	Special Education - Entitlement	83,583	57,500	(26,083)	57,500	-
8220	Child Nutrition Programs	210,236	242,790	32,554	242,790	-
8291	Title I	159,360	140,237	(19,123)	140,237	-
8292	Title II	1,845	22,280	20,435	22,280	-
8296	Other Federal Revenue	34,448	22,200	(12,248)	22,200	-
8297	PY Federal - Not Accrued	302	-	(302)	-	-
8299	All Other Federal Revenue	4,104	-	(4,104)	-	-
				-		-
	SUBTOTAL - Federal Income	493,878	485,007	(8,871)	485,007	-

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Magnolia Science Academy -3

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-3	Preliminary Budget - MSA-3	FY18 vs. FY17	Preliminary Budget - MSA-3	
8300	**Other State Revenues**			-		-
8319	Other State Apportionments - Prior Years	8,634	-	(8,634)	-	-
8381	Special Education - Entitlement (State)	244,062	227,219	(16,843)	227,219	-
8520	Child Nutrition - State	18,925	20,725	1,800	20,725	-
8550	Mandated Cost Reimbursements	105,004	10,903	(94,101)	36,171	(25,268)
8560	State Lottery Revenue	81,914	84,853	2,938	84,786	67
8590	All Other State Revenue	75,000	-	(75,000)	-	-
8596	ASES	150,000	103,600	(46,400)	103,600	-
				-		-
	SUBTOTAL - Other State Income	683,539	447,300	(236,240)	472,501	(25,202)
8600	**Other Local Revenue**			-		-
8634	Food Service Sales	1,943	1,270	(673)	1,270	-
8682	Summer Program	27,931	34,158	6,227	34,158	-
8690	Other Local Revenue	5,000	5,150	150	5,150	-
8714	COP Option 3 Grants	12,164	-	(12,164)	-	-
				-		-
	SUBTOTAL - Local Revenues	47,039	40,578	(6,460)	40,578	-
8800	**Donations/Fundraising**			-		-
8801	Donations - Parents	1,900	1,957	57	1,957	-
8802	Donations - Private	4,057	4,179	122	4,635	(456)
8803	Fundraising	13,088	13,481	393	13,025	456
				-		-
	SUBTOTAL - Fundraising and Grants	19,046	19,617	571	19,617	-
TOTAL REVENUE		**5,493,345**	**5,455,868**	**(37,477)**	**5,422,038**	33,829

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Magnolia Science Academy -3

Draft 5/10/17   Net Change

	2016/17	2017/18	Variance	2017/18	
	Current Forecast - MSA-3	Preliminary Budget - MSA-3	FY18 vs. FY17	Preliminary Budget - MSA-3	
			-		-
EXPENSES			-		-
			-		-
Compensation & Benefits			-		-
			-		-
Certificated Employees Summary			-		-
1100	**Teachers Salaries**	1,655,987	1,394,762	(261,225)	1,393,262	1,500
1300	**Certificated Supervisor & Administrator Salaries**	481,970	426,823	(55,148)	426,823	-
				-		-
	SUBTOTAL - Certificated Employees	**2,137,957**	**1,821,584**	**(316,373)**	**1,820,084**	1,500
Classified Employees Summary				-		-
2400	**Classified Clerical & Office Salaries**	214,146	145,000	(69,146)	133,696	11,304
2900	**Classified Other Salaries**	229,053	183,386	(45,666)	181,103	2,284
				-		-
	SUBTOTAL - Classified Employees	**443,199**	**328,386**	**(114,813)**	**314,799**	13,588
Employee Benefits Summary				-		-
3100	STRS	263,559	253,256	(10,303)	253,040	216
3200	PERS	58,869	51,792	(7,077)	49,682	2,110
3300	OASDI-Medicare-Alternative	67,283	55,967	(11,316)	54,905	1,061
3400	Health & Welfare Benefits	340,443	285,053	(55,390)	281,529	3,525
3500	Unemployment Insurance	4,282	4,075	(207)	4,067	8
3600	Workers Comp Insurance	29,064	24,209	(4,855)	24,039	170
				-		-
	SUBTOTAL - Employee Benefits	**763,500**	**674,352**	**(89,148)**	**667,262**	7,090

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Magnolia Science Academy -3

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-3	Preliminary Budget - MSA-3	FY18 vs. FY17	Preliminary Budget - MSA-3	
4000	**Books & Supplies**			-		-
4100	Approved Textbooks & Core Curricula Materials	20,867	10,000	(10,867)	10,000	-
4200	Books & Other Reference Materials	3,185	3,500	315	3,500	-
4315	Custodial Supplies	77	300	223	300	-
4320	Educational Software	16,000	17,000	1,000	17,000	-
4325	Instructional Materials & Supplies	40,975	30,000	(10,975)	30,000	-
4326	Art & Music Supplies	-	5,000	5,000	5,000	-
4330	Office Supplies	17,700	10,000	(7,700)	10,000	-
4335	PE Supplies	-	1,000	1,000	1,000	-
4340	Professional Development Supplies	-	250	250	250	-
4345	Non Instructional Student Materials & Supplies	11,132	10,000	(1,132)	10,000	-
4350	Uniforms	5,000	5,000	-	5,000	-
4400	Noncapitalized Equipment	-	18,000	18,000	18,000	-
4410	Classroom Furniture, Equipment & Supplies	6,642	5,000	(1,642)	5,000	-
4420	Computers (individual items less than $5k)	20,658	15,000	(5,658)	15,000	-
4430	Non Classroom Related Furniture, Equipment & Supp	8,971	5,000	(3,971)	5,000	-
4700	Food	265,770	291,264	25,495	291,264	-
4720	Other Food	10,000	8,000	(2,000)	8,000	-
				-		-
	SUBTOTAL - Books and Supplies	**426,976**	**434,314**	**7,338**	**434,314**	-

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Magnolia Science Academy -3

Draft 5/10/17 Net Change

5000	Services & Other Operating Expenses	2016/17 Current Forecast - MSA-3	2017/18 Preliminary Budget - MSA-3	Variance FY18 vs. FY17	2017/18 Preliminary Budget - MSA-3	
						-
5101	Shared Management Fee - CMO	918,273	949,358	31,084	950,579	(1,221)
5102	Direct CMO Fee (Shared Staff)	35,271	-	(35,271)	-	-
5210	Conference Fees	5,300	3,000	(2,300)	3,000	-
5215	Travel - Mileage, Parking, Tolls	4,000	4,120	120	4,120	-
5220	Travel and Lodging	505	500	(5)	500	-
5300	Dues & Memberships	10,000	10,000	-	10,000	-
5450	Insurance - Other	22,813	23,497	684	23,497	-
5500	Operations & Housekeeping	3,991	5,000	1,009	5,000	-
5605	Equipment Leases	16,609	15,600	(1,009)	15,600	-
5610	Rent	222,267	-	(222,267)	-	-
5611	Prop 39 Related Costs	-	318,990	318,990	318,990	-
5615	Repairs and Maintenance - Building	10,500	10,500	-	10,500	-
5617	Repairs and Maintenance - Other Equipment	1,500	1,500	-	1,500	-
5803	Accounting Fees	10,000	10,300	300	10,300	-
5809	Banking Fees	500	500	-	500	-
5813	School Programs - After School Program	150,000	103,600	(46,400)	103,600	-
5814	School Programs - Academic Competitions	1,057	800	(257)	800	-
5819	School Programs - Other	7,157	20,000	12,843	20,000	-
5820	Consultants - Non Instructional	7,000	25,000	18,000	25,000	-
5822	Other Professional Services	86,160	117,596	31,436	117,596	-
5824	District Oversight Fees	42,498	44,634	2,135	44,043	590
5830	Field Trips Expenses	25,000	20,000	(5,000)	20,000	-
5833	Fines and Penalties	100	-	(100)	-	-
5845	Legal Fees	20,000	20,000	-	20,000	-
5851	Marketing and Student Recruiting	15,000	15,450	450	15,450	-
5857	Payroll Fees	24,000	24,720	720	24,720	-
5861	Prior Yr Exp (not accrued)	17,353	-	(17,353)	-	-
5863	Professional Development	66,100	51,000	(15,100)	51,000	-
5864	Professional Development - Other	-	13,000	13,000	13,000	-
5869	Special Education Contract Instructors	58,500	60,255	1,755	60,255	-
5872	Special Education Encroachment	65,529	19,293	(46,236)	19,293	-
5875	Staff Recruiting	54	300	246	300	-
5884	Substitutes	85,000	85,000	-	85,000	-
5887	Technology Services	49,700	74,800	25,100	74,800	-

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Magnolia Science Academy -3

Draft 5/10/17 Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-3	Preliminary Budget - MSA-3	FY18 vs. FY17	Preliminary Budget - MSA-3	
5899	Miscellaneous Operating Expenses	0	0	0	0	-
5900	Communications	30,000	3,000	(27,000)	3,000	-
5915	Postage and Delivery	6,500	6,695	195	6,695	-
				-		-
	SUBTOTAL - Services & Other Operating Exp.	**2,018,236**	**2,058,008**	**39,772**	**2,058,639**	**(631)**
				-		-
				-		-
6000	**Capital Outlay**			-		-
6300	Prop 39 Clean Energy	-	54,341	54,341	54,341	-
6410	Computers (capitalizable items)	-	40,000	40,000	40,000	-
				-		-
	SUBTOTAL - Capital Outlay	**-**	**94,341**	**94,341**	**94,341**	**-**
TOTAL EXPENSES		**5,789,868**	**5,410,986**	**(378,883)**	**5,389,439**	**21,547**
				-		-
6900	**Total Depreciation (includes Prior Years)**	**19,096**	**19,096**	**-**	**19,096**	**-**
				-		-
	TOTAL EXPENSES including Depreciation	**5,808,964**	**5,335,741**	**(473,224)**	**5,314,194**	**21,547**

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Magnolia Science Academy -4

Draft 5/10/17   Net Change

		2016/17	2017/18		2017/18	
		Current Forecast - MSA-4	Preliminary Budget - MSA-4	FY18 vs. FY17	Preliminary Budget - MSA-4	
SUMMARY						
Revenue						
	LCFF Entitlement	1,825,155	1,875,756	50,601	1,853,216	22,540
	Federal Revenue	250,282	259,640	9,358	259,646	(6)
	Other State Revenues	266,779	150,859	(115,921)	175,765	(24,906)
	Local Revenues	28,311	22,035	(6,276)	22,035	-
	Fundraising and Grants	19,228	3,000	(16,228)	3,000	-
	Total Revenue	**2,389,755**	**2,311,290**	**(78,464)**	**2,313,662**	(2,371)
						-
Expenses						-
	Compensation and Benefits	1,250,189	1,337,560	87,371	1,271,272	66,289
	Books and Supplies	120,875	113,174	(7,701)	113,174	-
	Services and Other Operating Expenditures	747,989	789,378	41,388	789,258	120
	Depreciation	15,656	15,656	-	15,656	-
	Total Expenses	**2,134,709**	**2,255,768**	**121,058**	**2,189,359**	66,409
						-
Operating Income		**255,045**	**55,522**	**(199,523)**	**124,302**	(68,780)
						-
Fund Balance						-
	Beginning Balance (Unaudited)	763,641	917,537	153,896	918,270	(734)
	Audit Adjustment	(101,149)	-	101,149	-	-
	Beginning Balance (Audited)	662,491	917,537	255,045	918,270	(734)
	Operating Income (including Depreciation)	255,045	55,522	(199,523)	124,302	(68,780)
						-
Ending Fund Balance		**917,537**	**973,059**	**55,522**	**1,042,573**	(69,514)
Ending Fund Balance as a % of Expenses		*43%*	*43%*	*0%*	*48%*	(0)
					-	
Captial Outlay		-	52,408	52,408	52,408	
	Total ADA	**186.5**	**186.5**	**0.0**	**186.7**	(0)
				-		-
LCFF Entitlement				-		-
8011	Charter Schools LCFF - State Aid	1,165,560	1,234,889	69,329	1,219,308	15,581
8012	Education Protection Account Entitlement	274,206	255,854	(18,352)	248,531	7,322
8019	State Aid - Prior Years	376	-	(376)	-	-

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Magnolia Science Academy -4

		2016/17	2017/18		Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-4	Preliminary Budget - MSA-4	FY18 vs. FY17	Preliminary Budget - MSA-4	
8096	Charter Schools in Lieu of Property Taxes	385,013	385,013	-	385,377	(364)
				-		-
				-		-
	SUBTOTAL - LCFF Entitlement	1,825,155	1,875,756	50,601	1,853,216	22,540
8100	**Federal Revenue**			-		-
8181	Special Education - Entitlement	35,974	36,535	561	36,541	(6)
8220	Child Nutrition Programs	21,841	34,703	12,862	34,703	-
8291	Title I	59,695	52,532	(7,163)	52,532	-
8292	Title II	722	8,713	7,991	8,713	-
8296	Other Federal Revenue	130,986	127,158	(3,828)	127,158	-
8299	All Other Federal Revenue	1,064	-	(1,064)	-	-
				-		-
	SUBTOTAL - Federal Income	250,282	259,640	9,358	259,646	(6)
8300	**Other State Revenues**			-		-
8319	Other State Apportionments - Prior Years	5,805	-	(5,805)	-	-
8381	Special Education - Entitlement (State)	105,044	106,683	1,639	106,700	(17)
8520	Child Nutrition - State	2,031	2,412	381	2,412	-
8550	Mandated Cost Reimbursements	43,643	5,958	(37,685)	30,841	(24,883)
8560	State Lottery Revenue	35,256	35,806	550	35,812	(6)
8590	All Other State Revenue	75,000	-	(75,000)	-	-
				-		-
	SUBTOTAL - Other State Income	266,779	150,859	(115,921)	175,765	(24,906)

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Magnolia Science Academy -4

		2016/17	2017/18		Draft 5/10/17	Net Change
					2017/18	
		Current Forecast - MSA-4	Preliminary Budget - MSA-4	FY18 vs. FY17	Preliminary Budget - MSA-4	
8600	**Other Local Revenue**			-		-
8634	Food Service Sales	971	137	(834)	137	-
8682	Summer Program	16,360	21,898	5,538	21,898	-
8699	All Other Local Revenue	500	-	(500)	-	-
8714	COP Option 3 Grants	10,480	-	(10,480)	-	-
				-		-
	SUBTOTAL - Local Revenues	28,311	22,035	(6,276)	22,035	-
8800	**Donations/Fundraising**			-		-
8803	Fundraising	19,228	3,000	(16,228)	3,000	-
				-		-
	SUBTOTAL - Fundraising and Grants	19,228	3,000	(16,228)	3,000	-
TOTAL REVENUE		**2,389,755**	**2,311,290**	**(78,464)**	**2,313,662**	(2,371)
				-		-
EXPENSES				-		-
				-		-
Compensation & Benefits				-		-
				-		-
Certificated Employees Summary				-		-
1100	**Teachers Salaries**	651,952	634,333	(17,618)	634,333	-
1300	**Certificated Supervisor & Administrator Salaries**	255,957	296,672	40,715	279,559	17,113
				-		-
	SUBTOTAL - Certificated Employees	907,908	931,005	23,097	913,892	17,113
Classified Employees Summary				-		-
2400	**Classified Clerical & Office Salaries**	58,307	84,500	26,193	44,500	40,000
2900	**Classified Other Salaries**	20,053	24,000	3,947	24,000	-
				-		-
	SUBTOTAL - Classified Employees	78,360	108,500	30,140	68,500	40,000
Employee Benefits Summary				-		-
3100	STRS	112,957	131,063	18,107	128,594	2,469
3200	PERS	5,200	9,940	4,740	9,940	-
3300	OASDI-Medicare-Alternative	19,168	23,377	4,209	20,062	3,315

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Magnolia Science Academy -4

		2016/17	2017/18		Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-4	Preliminary Budget - MSA-4	FY18 vs. FY17	Preliminary Budget - MSA-4	
3400	Health & Welfare Benefits	112,001	118,450	6,449	115,730	2,720
3500	Unemployment Insurance	3,490	3,520	30	3,491	29
3600	Workers Comp Insurance	11,105	11,705	599	11,062	643
				-		-
	SUBTOTAL - Employee Benefits	**263,921**	**298,055**	**34,134**	**288,879**	**9,176**
4000	**Books & Supplies**			-		-
4100	Approved Textbooks & Core Curricula Materials	13,220	13,000	(220)	13,000	-
4320	Educational Software	5,000	15,150	10,150	15,150	-
4325	Instructional Materials & Supplies	10,234	20,000	9,766	20,000	-
4330	Office Supplies	16,766	5,000	(11,766)	5,000	-
4345	Non Instructional Student Materials & Supplies	9,000	9,000	-	9,000	-
4400	Noncapitalized Equipment	1,000	-	(1,000)	-	-
4410	Classroom Furniture, Equipment & Supplies	3,324	5,047	1,723	5,047	-
4420	Computers (individual items less than $5k)	11,676	-	(11,676)	-	-
4700	Food	45,655	40,977	(4,678)	40,977	-
4720	Other Food	5,000	5,000	-	5,000	-
				-		-
	SUBTOTAL - Books and Supplies	**120,875**	**113,174**	**(7,701)**	**113,174**	**-**

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Magnolia Science Academy -4

Draft 5/10/17   Net Change

		2016/17	2017/18		2017/18	
		Current Forecast - MSA-4	Preliminary Budget - MSA-4	FY18 vs. FY17	Preliminary Budget - MSA-4	
5000	**Services & Other Operating Expenses**					-
5101	Shared Management Fee - CMO	75,995	78,568	2,573	78,669	(101)
5102	Direct CMO Fee (Shared Staff)	14,807	-	(14,807)	-	-
5200	Travel & Conferences	4,000	4,120	120	4,120	-
5210	Conference Fees	5,000	5,150	150	5,150	-
5300	Dues & Memberships	4,305	4,434	129	4,434	-
5450	Insurance - Other	11,056	11,388	332	11,388	-
5500	Operations & Housekeeping	484	498	15	498	-
5605	Equipment Leases	13,149	15,000	1,851	15,000	-
5610	Rent	103,831	-	(103,831)	-	-
5611	Prop 39 Related Costs	-	147,310	147,310	147,310	-
5615	Repairs and Maintenance - Building	1,000	2,000	1,000	2,000	-
5803	Accounting Fees	8,000	8,240	240	8,240	-
5809	Banking Fees	515	530	15	530	-
5813	School Programs - After School Program	2,000	2,060	60	2,060	-
5814	School Programs - Academic Competitions	2,500	3,000	500	3,000	-
5819	School Programs - Other	1,543	1,545	2	1,545	-
5820	Consultants - Non Instructional	9,516	9,802	285	9,802	-
5822	Other Professional Services	62,386	76,854	14,468	76,854	-
5824	District Oversight Fees	18,252	18,758	506	18,532	225
5830	Field Trips Expenses	15,000	10,000	(5,000)	10,000	-
5833	Fines and Penalties	29	-	(29)	-	-
5845	Legal Fees	15,000	25,000	10,000	25,000	-
5851	Marketing and Student Recruiting	15,000	10,000	(5,000)	10,000	-
5857	Payroll Fees	9,600	9,888	288	9,888	-
5863	Professional Development	54,000	25,620	(28,380)	25,620	-
5864	Professional Development - Other	-	30,000	30,000	30,000	-
5869	Special Education Contract Instructors	87,000	89,610	2,610	89,610	-
5872	Special Education Encroachment	28,204	28,644	440	28,648	(4)
5884	Substitutes	37,700	30,000	(7,700)	30,000	-
5887	Technology Services	57,000	67,290	10,290	67,290	-
5893	Transportation - Student	67,000	69,010	2,010	69,010	-
5898	Bad Debt Expense	32	-	(32)	-	-
5899	Miscellaneous Operating Expenses	85	-	(85)	-	-
5900	Communications	22,000	3,000	(19,000)	3,000	-

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Magnolia Science Academy -4

		2016/17	2017/18		Draft 5/10/17	Net Change
		Current Forecast - MSA-4	Preliminary Budget - MSA-4	FY18 vs. FY17	2017/18	
					Preliminary Budget - MSA-4	
5915	Postage and Delivery	2,000	2,060	60	2,060	-
				-		-
	SUBTOTAL - Services & Other Operating Exp.	**747,989**	**789,378**	**41,388**	**789,258**	120
				-		-
6000	**Capital Outlay**			-		-
6300	Prop 39 Clean Energy	-	52,408	52,408	52,408	-
				-		-
	SUBTOTAL - Capital Outlay	**-**	**52,408**	**52,408**	**52,408**	-
						-
TOTAL EXPENSES		**2,119,054**	**2,292,520**	**173,466**	**2,226,112**	66,409
				-		-
6900	**Total Depreciation (includes Prior Years)**	**15,656**	**15,656**	**-**	**15,656**	-
				-		-
	TOTAL EXPENSES including Depreciation	**2,134,709**	**2,255,768**	**121,058**	**2,189,359**	66,409

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Magnolia Science Academy -5

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-5	Preliminary Budget - MSA-5	FY18 vs. FY17	Preliminary Budget - MSA-5	
SUMMARY						
Revenue						
	LCFF Entitlement	1,650,101	1,939,936	289,835	1,915,595	24,341
	Federal Revenue	224,838	226,461	1,623	226,759	(298)
	Other State Revenues	195,813	180,136	(15,677)	207,577	(27,441)
	Local Revenues	177,691	28,536	(149,155)	28,536	(0)
	Fundraising and Grants	632	1,000	368	1,000	-
	Total Revenue	**2,249,075**	**2,376,069**	**126,994**	**2,379,467**	(3,397)
						-
Expenses						-
	Compensation and Benefits	1,159,590	1,399,666	240,076	1,399,410	256
	Books and Supplies	250,882	225,109	(25,773)	225,109	0
	Services and Other Operating Expenditures	698,855	675,372	(23,483)	675,463	(91)
	Depreciation	4,774	11,400	6,626	11,400	-
	Total Expenses	**2,114,101**	**2,311,546**	**197,446**	**2,311,381**	165
						-
Operating Income		**134,974**	**64,523**	**(70,451)**	**68,085**	(3,563)
						-
						-
Fund Balance						-
	Beginning Balance (Unaudited)	1,144,335	1,212,490	68,156	1,228,360	(15,869)
	Audit Adjustment	(66,819)	-	66,819	-	-
	Beginning Balance (Audited)	1,077,516	1,212,490	134,974	1,228,360	(15,869)
	Operating Income (including Depreciation)	134,974	64,523	(70,451)	68,085	(3,563)
						-
Ending Fund Balance		**1,212,490**	**1,277,013**	**64,523**	**1,296,445**	(19,432)
Ending Fund Balance as a % of Expenses		*57%*	*55%*	*-2%*	*56%*	(0)
					-	
Captial Outlay		27,793	53,216	25,423	53,216	
	Total ADA	**176.3**	**197.8**	**21.6**	**199.5**	(2)
				-		-
LCFF Entitlement				-		-
8011	Charter Schools LCFF - State Aid	1,037,766	1,271,585	233,819	1,249,324	22,262
8012	Education Protection Account Entitlement	248,317	260,027	11,710	254,486	5,541
8019	State Aid - Prior Years	182	-	(182)	-	-

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Magnolia Science Academy -5

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-5	Preliminary Budget - MSA-5	FY18 vs. FY17	Preliminary Budget - MSA-5	
8096	Charter Schools in Lieu of Property Taxes	363,837	408,324	44,487	411,785	(3,461)
				-		-
				-		-
	SUBTOTAL - LCFF Entitlement	1,650,101	1,939,936	289,835	1,915,595	24,341
8100	**Federal Revenue**			-		-
8181	Special Education - Entitlement	33,996	38,747	4,752	39,045	(298)
8291	Title I	84,051	83,269	(782)	83,269	-
8292	Title II	658	7,948	7,290	7,948	-
8296	Other Federal Revenue	104,506	96,497	(8,009)	96,497	-
8297	PY Federal - Not Accrued	1,627	-	(1,627)	-	-
				-		-
	SUBTOTAL - Federal Income	224,838	226,461	1,623	226,759	(298)
8300	**Other State Revenues**			-		-
8319	Other State Apportionments - Prior Years	4,395	-	(4,395)	-	-
8381	Special Education - Entitlement (State)	99,267	113,142	13,875	114,012	(869)
8550	Mandated Cost Reimbursements	32,747	2,932	(29,815)	29,211	(26,280)
8560	State Lottery Revenue	33,317	37,974	4,657	38,266	(292)
8596	ASES	26,088	26,088	-	26,088	-
				-		-
	SUBTOTAL - Other State Income	195,813	180,136	(15,677)	207,577	(27,441)

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Magnolia Science Academy -5

Draft 5/10/17 Net Change

			2016/17	2017/18	Variance	2017/18	
			Current Forecast - MSA-5	Preliminary Budget - MSA-5	FY18 vs. FY17	Preliminary Budget - MSA-5	
8600		**Other Local Revenue**			-		-
8636		Uniforms	1,030	-	(1,030)	-	-
8682		Summer Program	-	17,178	17,178	17,178	-
8690		Other Local Revenue	11,525	11,358	(167)	11,358	(0)
8714		COP Option 3 Grants	165,135	-	(165,135)	-	-
					-		-
		SUBTOTAL - Local Revenues	177,691	28,536	(149,155)	28,536	(0)
8800		**Donations/Fundraising**			-		-
8803		Fundraising	482	1,000	518	1,000	-
					-		-
		SUBTOTAL - Fundraising and Grants	632	1,000	368	1,000	-
			Hidden				
TOTAL REVENUE			**2,249,075**	**2,376,069**	**126,994**	**2,379,467**	**(3,397)**
					-		-

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Magnolia Science Academy -5

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-5	Preliminary Budget - MSA-5	FY18 vs. FY17	Preliminary Budget - MSA-5	
EXPENSES				-		-
				-		-
Compensation & Benefits				-		-
				-		-
Certificated Employees Summary				-		-
1100	**Teachers Salaries**	630,552	732,541	101,989	732,541	-
1300	**Certificated Supervisor & Administrator Salaries**	180,746	165,000	(15,746)	165,000	-
				-		-
	SUBTOTAL - Certificated Employees	**811,298**	**897,541**	**86,242**	**897,541**	-
Classified Employees Summary				-		-
2400	**Classified Clerical & Office Salaries**	51,242	72,466	21,224	77,016	(4,550)
2900	**Classified Other Salaries**	37,000	40,950	3,950	40,950	-
				-		-
	SUBTOTAL - Classified Employees	**88,242**	**113,416**	**25,174**	**117,966**	(4,550)
Employee Benefits Summary				-		-
3100	STRS	99,105	126,483	27,378	126,483	-
3200	PERS	10,972	17,615	6,643	12,885	4,729
3300	OASDI-Medicare-Alternative	18,286	23,155	4,869	23,503	(348)
3400	Health & Welfare Benefits	118,113	206,568	88,456	206,090	479
3500	Unemployment Insurance	3,447	3,505	59	3,508	(2)
3600	Workers Comp Insurance	10,129	11,383	1,255	11,435	(51)
				-		-
	SUBTOTAL - Employee Benefits	**260,050**	**388,709**	**128,659**	**383,903**	4,806
4000	**Books & Supplies**			-		-
4100	Approved Textbooks & Core Curricula Materials	22,000	22,000	-	22,000	-
4200	Books & Other Reference Materials	5,500	5,500	-	5,500	-
4315	Custodial Supplies	1,000	1,000	-	1,000	-
4320	Educational Software	15,000	45,000	30,000	45,000	-
4325	Instructional Materials & Supplies	8,646	11,000	2,355	11,000	-
4330	Office Supplies	8,800	5,000	(3,800)	5,000	-
4345	Non Instructional Student Materials & Supplies	5,000	5,000	-	5,000	-
4350	Uniforms	2,000	-	(2,000)	-	-

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Magnolia Science Academy -5

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-5	Preliminary Budget - MSA-5	FY18 vs. FY17	Preliminary Budget - MSA-5	
4400	Noncapitalized Equipment	43,368	6,000	(37,368)	6,000	-
4410	Classroom Furniture, Equipment & Supplies	2,484	1,030	(1,454)	1,030	0
4420	Computers (individual items less than $5k)	32,773	-	(32,773)	-	-
4430	Non Classroom Related Furniture, Equipment & Supp	312	7,000	6,688	7,000	-
4700	Food	100,000	112,579	12,579	112,579	-
4720	Other Food	4,000	4,000	-	4,000	-
				-		-
	SUBTOTAL - Books and Supplies	**250,882**	**225,109**	**(25,773)**	**225,109**	**0**

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Magnolia Science Academy -5

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-5	Preliminary Budget - MSA-5	FY18 vs. FY17	Preliminary Budget - MSA-5	
5000	**Services & Other Operating Expenses**					-
5101	Shared Management Fee - CMO	75,995	78,568	2,573	78,669	(101)
5102	Direct CMO Fee (Shared Staff)	14,022	-	(14,022)	-	-
5200	Travel & Conferences	5,000	5,000	-	5,000	-
5210	Conference Fees	5,000	5,000	-	5,000	-
5215	Travel - Mileage, Parking, Tolls	-	1,000	1,000	1,000	-
5300	Dues & Memberships	5,000	5,000	-	5,000	-
5450	Insurance - Other	6,244	7,214	970	7,214	(0)
5605	Equipment Leases	6,600	6,600	-	6,600	-
5610	Rent	83,452	-	(83,452)	-	-
5611	Prop 39 Related Costs	-	150,132	150,132	150,132	-
5615	Repairs and Maintenance - Building	15,000	10,000	(5,000)	10,000	-
5617	Repairs and Maintenance - Other Equipment	3,000	3,470	470	3,470	-
5803	Accounting Fees	5,000	5,783	783	5,783	-
5809	Banking Fees	412	424	12	424	-
5813	School Programs - After School Program	26,088	26,088	-	26,088	-
5814	School Programs - Academic Competitions	620	639	19	1,030	(391)
5820	Consultants - Non Instructional	25,000	30,000	5,000	30,000	-
5822	Other Professional Services	46,393	26,000	(20,393)	26,000	-
5824	District Oversight Fees	16,501	19,399	2,898	19,156	243
5830	Field Trips Expenses	6,278	5,000	(1,278)	5,000	-
5845	Legal Fees	15,000	25,000	10,000	25,000	-
5851	Marketing and Student Recruiting	40,000	10,000	(30,000)	10,000	-
5857	Payroll Fees	8,000	8,000	-	8,000	-
5861	Prior Yr Exp (not accrued)	82,216	-	(82,216)	-	-
5863	Professional Development	37,100	37,100	-	37,100	-
5864	Professional Development - Other	-	22,500	22,500	22,500	-
5869	Special Education Contract Instructors	65,000	75,184	10,184	75,184	-
5872	Special Education Encroachment	26,652	30,378	3,725	30,611	(233)
5875	Staff Recruiting	1,901	2,000	99	2,000	-
5884	Substitutes	20,000	15,000	(5,000)	15,000	-
5887	Technology Services	35,000	59,500	24,500	59,500	-
5898	Bad Debt Expense	0	0	0	0	-
5899	Miscellaneous Operating Expenses	0	0	0	0	-
5900	Communications	20,000	3,000	(17,000)	3,000	-

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Magnolia Science Academy -5

		2016/17	2017/18	Variance	2017/18	Net Change
		Current Forecast - MSA-5	Preliminary Budget - MSA-5	FY18 vs. FY17	Preliminary Budget - MSA-5	
5915	Postage and Delivery	2,000	2,000	-	2,000	-
				-		-
	SUBTOTAL - Services & Other Operating Exp.	698,855	675,372	(23,483)	675,463	(91)
		Hidden	Hidden			
				-		-
6000	Capital Outlay			-		-
6300	Prop 39 Clean Energy	-	53,216	53,216	53,216	-
6400	Equipment	27,793	-	(27,793)	-	-
				-		-
	SUBTOTAL - Capital Outlay	27,793	53,216	25,423	53,216	-
TOTAL EXPENSES		2,137,120	2,353,362	216,242	2,353,197	165
				-		-
6900	Total Depreciation (includes Prior Years)	4,774	11,400	6,626	11,400	-
				-		-
	TOTAL EXPENSES including Depreciation	2,114,101	2,311,546	197,446	2,311,381	165

Draft 5/10/17   Net Change

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Magnolia Science Academy -6

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-6	Preliminary Budget - MSA-6	FY18 vs. FY17	Preliminary Budget - MSA-6	
SUMMARY						
Revenue						
	LCFF Entitlement	1,549,755	1,574,417	24,662	1,552,865	21,552
	Federal Revenue	166,735	170,405	3,670	170,379	26
	Other State Revenues	258,506	220,619	(37,887)	228,735	(8,115)
	Local Revenues	17,313	-	(17,313)	-	-
	Fundraising and Grants	13,583	15,000	1,417	15,000	-
	Total Revenue	**2,005,892**	**1,980,442**	**(25,451)**	**1,966,979**	**13,463**
						-
Expenses						-
	Compensation and Benefits	1,076,354	1,173,022	96,668	1,123,473	49,549
	Books and Supplies	161,576	127,250	(34,325)	127,250	-
	Services and Other Operating Expenditures	564,700	509,765	(54,935)	509,630	135
	Depreciation	28,726	28,726	-	28,726	-
	Total Expenses	**1,831,355**	**1,838,764**	**7,408**	**1,789,080**	**49,684**
						-
Operating Income		**174,537**	**141,678**	**(32,859)**	**177,899**	**(36,221)**
						-
Fund Balance						-
	Beginning Balance (Unaudited)	1,006,776	1,119,974	113,198	1,113,255	6,719
	Audit Adjustment	(61,339)	-	61,339	-	-
	Beginning Balance (Audited)	945,437	1,119,974	174,537	1,113,255	6,719
	Operating Income (including Depreciation)	174,537	141,678	(32,859)	177,899	(36,221)
						-
Ending Fund Balance		**1,119,974**	**1,261,652**	**141,678**	**1,291,154**	**(29,502)**
Ending Fund Balance as a % of Expenses		*61%*	*69%*	*7%*	*72%*	*(0)*
					-	
Captial Outlay		-	51,109	51,109	51,109	
	Total ADA	**171.2**	**168.8**	**-2.4**	**168.8**	-
						-
LCFF Entitlement				-		-
8011	Charter Schools LCFF - State Aid	966,055	1,014,518	48,463	999,214	15,304
8012	Education Protection Account Entitlement	229,953	211,542	(18,411)	205,294	6,248
8019	State Aid - Prior Years	416	-	(416)	-	-

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Magnolia Science Academy -6

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-6	Preliminary Budget - MSA-6	FY18 vs. FY17	Preliminary Budget - MSA-6	
8096	Charter Schools in Lieu of Property Taxes	353,331	348,357	(4,974)	348,357	-
				-		-
				-		-
	SUBTOTAL - LCFF Entitlement	1,549,755	1,574,417	24,662	1,552,865	21,552
8100	**Federal Revenue**			-		-
8181	Special Education - Entitlement	33,014	33,057	43	33,031	26
8220	Child Nutrition Programs	49,812	54,279	4,467	54,279	-
8291	Title I	59,413	52,283	(7,130)	52,283	-
8292	Title II	711	8,586	7,875	8,586	-
8296	Other Federal Revenue	23,785	22,200	(1,585)	22,200	-
				-		-
	SUBTOTAL - Federal Income	166,735	170,405	3,670	170,379	26
8300	**Other State Revenues**			-		-
8319	Other State Apportionments - Prior Years	2,640	-	(2,640)	-	-
8381	Special Education - Entitlement (State)	96,401	96,526	126	96,450	76
8520	Child Nutrition - State	3,593	3,800	206	3,800	-
8545	School Facilities Apportionments	85,125	85,500	375	85,500	-
8550	Mandated Cost Reimbursements	38,352	2,397	(35,955)	10,572	(8,176)
8560	State Lottery Revenue	32,355	32,397	42	32,372	26
8590	All Other State Revenue	40	-	(40)	41	(41)
				-		-
	SUBTOTAL - Other State Income	258,506	220,619	(37,887)	228,735	(8,115)

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Magnolia Science Academy -6

		2016/17	2017/18	Variance	Draft 5/10/17	Net Change
		2017/18		
		Current Forecast - MSA-6	Preliminary Budget - MSA-6	FY18 vs. FY17	Preliminary Budget - MSA-6	
8600	**Other Local Revenue**			-		-
8699	All Other Local Revenue	4,120	-	(4,120)	-	-
8714	COP Option 3 Grants	13,193	-	(13,193)	-	-
				-		-
	SUBTOTAL - Local Revenues	17,313	-	(17,313)	-	-
8800	**Donations/Fundraising**			-		-
8802	Donations - Private	7,076	5,000	(2,076)	5,000	-
8803	Fundraising	6,507	10,000	3,493	10,000	-
				-		-
	SUBTOTAL - Fundraising and Grants	13,583	15,000	1,417	15,000	-
TOTAL REVENUE		**2,005,892**	**1,980,442**	**(25,451)**	**1,966,979**	13,463
				-		-
EXPENSES				-		-
				-		-
Compensation & Benefits				-		-
				-		-
Certificated Employees Summary				-		-
1100	**Teachers Salaries**	455,093	406,727	(48,366)	406,727	-
1300	**Certificated Supervisor & Administrator Salaries**	250,789	311,075	60,286	311,075	-
				-		-
	SUBTOTAL - Certificated Employees	**705,882**	**717,802**	**11,920**	**717,802**	-
Classified Employees Summary				-		-
2400	**Classified Clerical & Office Salaries**	87,117	120,575	33,458	80,575	40,000
2900	**Classified Other Salaries**	34,500	19,200	(15,300)	19,200	-
				-		-
	SUBTOTAL - Classified Employees	**121,617**	**139,775**	**18,158**	**99,775**	40,000

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Magnolia Science Academy -6

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-6	Preliminary Budget - MSA-6	FY18 vs. FY17	Preliminary Budget - MSA-6	
	Employee Benefits Summary			-		-
3100	STRS	89,911	107,222	17,312	101,450	5,772
3200	PERS	12,782	17,826	5,044	17,826	-
3300	OASDI-Medicare-Alternative	23,842	19,661	(4,181)	19,074	587
3400	Health & Welfare Benefits	109,589	157,651	48,062	154,931	2,720
3500	Unemployment Insurance	3,414	3,429	15	3,409	20
3600	Workers Comp Insurance	9,318	9,656	339	9,206	450
				-		-
	SUBTOTAL - Employee Benefits	**248,855**	**315,445**	**66,590**	**305,896**	**9,549**
4000	**Books & Supplies**			-		-
4100	Approved Textbooks & Core Curricula Materials	45,000	25,000	(20,000)	25,000	-
4200	Books & Other Reference Materials	1,000	1,030	30	1,030	-
4320	Educational Software	14,000	14,420	420	14,420	-
4325	Instructional Materials & Supplies	4,000	4,740	740	4,740	-
4330	Office Supplies	8,000	5,000	(3,000)	5,000	-
4335	PE Supplies	2,000	2,060	60	2,060	-
4345	Non Instructional Student Materials & Supplies	2,500	2,575	75	2,575	-
4346	Teacher Supplies	1,000	1,030	30	1,030	-
4400	Noncapitalized Equipment	5,000	1,000	(4,000)	1,000	-
4410	Classroom Furniture, Equipment & Supplies	2,000	2,060	60	2,060	-
4420	Computers (individual items less than $5k)	19,500	-	(19,500)	-	-
4700	Food	56,076	66,790	10,715	66,790	-
4720	Other Food	1,500	1,545	45	1,545	-
				-		-
	SUBTOTAL - Books and Supplies	**161,576**	**127,250**	**(34,325)**	**127,250**	**-**

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Magnolia Science Academy -6

Draft 5/10/17   Net Change

5000		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-6	Preliminary Budget - MSA-6	FY18 vs. FY17	Preliminary Budget - MSA-6	
5000	**Services & Other Operating Expenses**					-
5101	Shared Management Fee - CMO	75,995	78,568	2,573	78,669	(101)
5102	Direct CMO Fee (Shared Staff)	13,621	-	(13,621)	-	-
5215	Travel - Mileage, Parking, Tolls	1,000	1,030	30	1,030	-
5220	Travel and Lodging	3,000	1,500	(1,500)	1,500	-
5300	Dues & Memberships	1,826	1,881	55	1,881	-
5450	Insurance - Other	9,838	10,133	295	10,133	-
5500	Operations & Housekeeping	4,000	4,120	120	4,120	-
5510	Utilities - Gas and Electric	7,000	7,700	700	7,700	-
5605	Equipment Leases	4,800	4,944	144	4,944	-
5610	Rent	113,500	114,000	500	114,000	-
5615	Repairs and Maintenance - Building	2,000	17,060	15,060	17,060	-
5803	Accounting Fees	4,500	4,635	135	4,635	-
5809	Banking Fees	500	515	15	515	-
5819	School Programs - Other	5,000	3,000	(2,000)	3,000	-
5820	Consultants - Non Instructional	8,000	8,240	240	8,240	-
5822	Other Professional Services	20,000	27,596	7,596	27,596	-
5824	District Oversight Fees	15,498	15,744	247	15,529	216
5830	Field Trips Expenses	10,000	10,300	300	10,300	-
5845	Legal Fees	5,000	5,000	-	5,000	-
5851	Marketing and Student Recruiting	18,000	18,540	540	18,540	-
5857	Payroll Fees	10,100	10,403	303	10,403	-
5861	Prior Yr Exp (not accrued)	4,639	-	(4,639)	-	-
5863	Professional Development	35,000	15,000	(20,000)	15,000	-
5864	Professional Development - Other	-	25,000	25,000	25,000	-
5869	Special Education Contract Instructors	32,000	35,000	3,000	35,000	-
5872	Special Education Encroachment	25,883	25,917	34	25,896	20
5884	Substitutes	36,000	15,000	(21,000)	15,000	-
5887	Technology Services	70,000	41,820	(28,180)	41,820	-
5898	Bad Debt Expense	0	0	0	0	-
5900	Communications	24,000	3,000	(21,000)	3,000	-
5915	Postage and Delivery	4,000	4,120	120	4,120	-
				-		-
	SUBTOTAL - Services & Other Operating Exp.	**564,700**	**509,765**	**(54,935)**	**509,630**	135

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Magnolia Science Academy -6

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-6	Preliminary Budget - MSA-6	FY18 vs. FY17	Preliminary Budget - MSA-6	
				-		-
6000	**Capital Outlay**			-		-
6200	Buildings & Improvement of Buildings	-	51,109	51,109	51,109	-
				-		-
	SUBTOTAL - Capital Outlay	-	**51,109**	**51,109**	**51,109**	-
TOTAL EXPENSES		**1,802,629**	**1,861,147**	**58,517**	**1,811,463**	**49,684**
				-		-
6900	**Total Depreciation (includes Prior Years)**	**28,726**	**28,726**	-	**28,726**	-
				-		-
TOTAL EXPENSES including Depreciation		**1,831,355**	**1,838,764**	**7,408**	**1,789,080**	**49,684**

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Magnolia Science Academy -7

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-7	Preliminary Budget - MSA-7	FY18 vs. FY17	Preliminary Budget - MSA-7	
SUMMARY						
Revenue						
	LCFF Entitlement	2,588,482	2,658,045	69,563	2,625,738	32,307
	Federal Revenue	288,855	235,853	(53,002)	235,809	44
	Other State Revenues	629,151	564,241	(64,910)	577,873	(13,632)
	Local Revenues	77,220	53,168	(24,052)	53,168	-
	Fundraising and Grants	25,000	11,000	(14,000)	11,000	-
	Total Revenue	**3,608,708**	**3,522,307**	**(86,401)**	**3,503,588**	18,719
						-
Expenses						-
	Compensation and Benefits	1,672,960	1,682,985	10,025	1,682,985	-
	Books and Supplies	301,250	188,317	(112,933)	188,317	-
	Services and Other Operating Expenditures	1,643,545	1,551,087	(92,458)	1,552,371	(1,285)
	Depreciation	37,295	45,159	7,864	44,670	489
	Total Expenses	**3,655,049**	**3,467,548**	**(187,501)**	**3,468,344**	(796)
						-
Operating Income		**(46,341)**	**54,759**	**101,100**	**35,244**	19,515
						-
Fund Balance						-
	Beginning Balance (Unaudited)	939,109	901,012	(38,097)	916,927	(15,915)
	Audit Adjustment	8,244	-	(8,244)	-	-
	Beginning Balance (Audited)	947,353	901,012	(46,341)	916,927	(15,915)
	Operating Income (including Depreciation)	(46,341)	54,759	101,100	35,244	19,515
						-
Ending Fund Balance		**901,012**	**955,771**	**54,759**	**952,171**	3,600
Ending Fund Balance as a % of Expenses		*25%*	*28%*	*3%*	*27%*	0
					-	
Captial Outlay		77,650	92,741	15,091	92,741	
	Total ADA	**283.1**	**283.2**	**0.1**	**283.2**	-
						-
LCFF Entitlement				-		-
8011	Charter Schools LCFF - State Aid	1,635,003	1,729,641	94,638	1,707,491	22,150
8012	Education Protection Account Entitlement	368,412	343,888	(24,524)	333,731	10,157
8019	State Aid - Prior Years	778	-	(778)	-	-

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Magnolia Science Academy -7

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-7	Preliminary Budget - MSA-7	FY18 vs. FY17	Preliminary Budget - MSA-7	
8096	Charter Schools in Lieu of Property Taxes	584,289	584,516	227	584,516	-
				-		-
				-		-
	SUBTOTAL - LCFF Entitlement	2,588,482	2,658,045	69,563	2,625,738	32,307
8100	**Federal Revenue**			-		-
8181	Special Education - Entitlement	54,594	55,467	873	55,423	44
8220	Child Nutrition Programs	105,994	78,624	(27,370)	78,624	-
8291	Title I	86,036	72,015	(14,021)	72,015	-
8292	Title II	1,118	13,491	12,373	13,491	-
8296	Other Federal Revenue	40,667	16,256	(24,411)	16,256	-
8297	PY Federal - Not Accrued	446	-	(446)	-	-
				-		-
	SUBTOTAL - Federal Income	288,855	235,853	(53,002)	235,809	44

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Magnolia Science Academy -7

		2016/17	2017/18	Variance	Draft 5/10/17	Net Change
		Current Forecast - MSA-7	Preliminary Budget - MSA-7	FY18 vs. FY17	2017/18 Preliminary Budget - MSA-7	
8300	**Other State Revenues**			-		-
8319	Other State Apportionments - Prior Years	5,144	-	(5,144)	-	-
8381	Special Education - Entitlement (State)	159,414	161,963	2,550	161,836	128
8520	Child Nutrition - State	7,940	6,152	(1,788)	6,152	-
8545	School Facilities Apportionments	189,390	187,802	(1,588)	187,802	-
8550	Mandated Cost Reimbursements	63,689	3,963	(59,726)	17,692	(13,729)
8560	State Lottery Revenue	53,504	54,360	856	54,317	43
8590	All Other State Revenue	71	-	(71)	73	(73)
8596	ASES	150,000	150,000	-	150,000	-
				-		-
	SUBTOTAL - Other State Income	629,151	564,241	(64,910)	577,873	(13,632)

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Magnolia Science Academy -7

		2016/17	2017/18	Variance	2017/18	Draft 5/10/17	Net Change
		Current Forecast - MSA-7	Preliminary Budget - MSA-7	FY18 vs. FY17	Preliminary Budget - MSA-7		
8600	**Other Local Revenue**			-			-
8634	Food Service Sales	12,449	10,560	(1,888)	10,560		-
8636	Uniforms	8,468	-	(8,468)	-		-
8682	Summer Program	28,554	26,848	(1,706)	26,848		-
8690	Other Local Revenue	15,607	15,759	152	15,759		-
8699	All Other Local Revenue	242	-	(242)	-		-
8714	COP Option 3 Grants	11,899	-	(11,899)	-		-
				-			-
	SUBTOTAL - Local Revenues	77,220	53,168	(24,052)	53,168		-
8800	**Donations/Fundraising**			-			-
8802	Donations - Private	1,850	1,000	(850)	1,000		-
8803	Fundraising	23,150	10,000	(13,150)	10,000		-
				-			-
	SUBTOTAL - Fundraising and Grants	25,000	11,000	(14,000)	11,000		-
TOTAL REVENUE		**3,608,708**	**3,522,307**	**(86,401)**	**3,503,588**		18,719
				-			-

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Magnolia Science Academy -7

		2016/17	2017/18	Variance	2017/18	Net Change
		Current Forecast - MSA-7	Preliminary Budget - MSA-7	FY18 vs. FY17	Preliminary Budget - MSA-7	
EXPENSES				-		-
				-		-
Compensation & Benefits				-		-
				-		-
Certificated Employees Summary				-		-
1100	**Teachers Salaries**	872,752	859,400	(13,351)	859,400	-
1300	**Certificated Supervisor & Administrator Salaries**	181,516	160,000	(21,516)	160,000	-
				-		-
	SUBTOTAL - Certificated Employees	**1,054,268**	**1,019,400**	**(34,867)**	**1,019,400**	-
Classified Employees Summary				-		-
2400	**Classified Clerical & Office Salaries**	92,619	79,040	(13,579)	79,040	-
2900	**Classified Other Salaries**	156,002	175,303	19,301	175,303	-
				-		-
	SUBTOTAL - Classified Employees	**248,621**	**254,343**	**5,722**	**254,343**	-
Employee Benefits Summary				-		-
3100	STRS	125,458	136,082	10,624	136,082	-
3200	PERS	28,766	38,725	9,960	38,725	-
3300	OASDI-Medicare-Alternative	38,102	39,210	1,108	39,210	-
3400	Health & Welfare Benefits	159,423	177,244	17,821	177,244	-
3500	Unemployment Insurance	3,651	3,637	(15)	3,637	-
3600	Workers Comp Insurance	14,671	14,342	(328)	14,342	-
				-		-
	SUBTOTAL - Employee Benefits	**370,071**	**409,241**	**39,170**	**409,241**	-
4000	**Books & Supplies**			-		-
4100	Approved Textbooks & Core Curricula Materials	90,000	22,000	(68,000)	22,000	-
4200	Books & Other Reference Materials	5,000	1,000	(4,000)	1,000	-
4315	Custodial Supplies	8,000	8,000	-	8,000	-
4320	Educational Software	12,149	12,149	-	12,149	-
4325	Instructional Materials & Supplies	12,671	10,871	(1,800)	10,871	-
4326	Art & Music Supplies	2,068	5,000	2,932	5,000	-
4330	Office Supplies	13,200	5,000	(8,200)	5,000	-
4335	PE Supplies	2,000	2,000	-	2,000	-

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Magnolia Science Academy -7

Draft 5/10/17 Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-7	Preliminary Budget - MSA-7	FY18 vs. FY17	Preliminary Budget - MSA-7	
4345	Non Instructional Student Materials & Supplies	1,500	1,500	-	1,500	-
4346	Teacher Supplies	2,400	2,400	-	2,400	-
4351	Yearbook	760	760	-	760	-
4410	Classroom Furniture, Equipment & Supplies	3,991	2,991	(1,000)	2,991	-
4420	Computers (individual items less than $5k)	11,500	-	(11,500)	-	-
4430	Non Classroom Related Furniture, Equipment & Supp	3,009	3,009	-	3,009	-
4700	Food	127,702	109,638	(18,065)	109,638	-
4720	Other Food	5,300	2,000	(3,300)	2,000	-
				-		-
	SUBTOTAL - Books and Supplies	**301,250**	**188,317**	**(112,933)**	**188,317**	**-**

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Magnolia Science Academy -7

		2016/17	2017/18	Variance	Draft 5/10/17	Net Change
		Current Forecast - MSA-7	Preliminary Budget - MSA-7	FY18 vs. FY17	2017/18 Preliminary Budget - MSA-7	
5000	**Services & Other Operating Expenses**					-
5101	Shared Management Fee - CMO	633,292	654,729	21,438	655,571	(842)
5102	Direct CMO Fee (Shared Staff)	22,779	-	(22,779)	-	-
5210	Conference Fees	4,000	1,000	(3,000)	1,000	-
5215	Travel - Mileage, Parking, Tolls	2,000	1,000	(1,000)	1,000	-
5220	Travel and Lodging	2,272	1,272	(1,000)	1,272	-
5300	Dues & Memberships	9,000	9,000	-	9,000	-
5450	Insurance - Other	16,642	17,141	499	17,141	-
5500	Operations & Housekeeping	10,000	10,000	-	10,000	-
5510	Utilities - Gas and Electric	55,680	61,248	5,568	61,248	-
5605	Equipment Leases	8,400	8,400	-	8,400	-
5610	Rent	260,628	270,035	9,407	270,035	-
5615	Repairs and Maintenance - Building	23,000	20,000	(3,000)	20,000	-
5617	Repairs and Maintenance - Other Equipment	2,000	1,000	(1,000)	1,000	-
5803	Accounting Fees	10,000	10,300	300	10,300	-
5809	Banking Fees	3,000	3,000	-	3,000	-
5813	School Programs - After School Program	150,000	150,000	-	150,000	-
5814	School Programs - Academic Competitions	214	1,000	786	1,000	-
5819	School Programs - Other	8,000	4,000	(4,000)	4,000	-
5820	Consultants - Non Instructional	8,584	8,584	-	8,584	-
5822	Other Professional Services	15,000	17,596	2,596	17,596	-
5824	District Oversight Fees	25,885	26,580	696	26,257	323
5830	Field Trips Expenses	10,000	5,000	(5,000)	5,000	-
5845	Legal Fees	10,000	6,000	(4,000)	6,000	-
5851	Marketing and Student Recruiting	3,000	1,000	(2,000)	1,000	-
5857	Payroll Fees	14,000	14,420	420	14,420	-
5861	Prior Yr Exp (not accrued)	(7,257)	-	7,257	-	-
5863	Professional Development	43,100	4,000	(39,100)	4,000	-
5864	Professional Development - Other	-	14,200	14,200	15,000	(800)
5869	Special Education Contract Instructors	114,324	114,324	-	114,324	-
5872	Special Education Encroachment	42,802	43,486	685	43,452	34
5884	Substitutes	57,000	25,000	(32,000)	25,000	-
5887	Technology Services	50,600	40,170	(10,430)	40,170	-
5899	Miscellaneous Operating Expenses	0	0	0	0	-
5900	Communications	32,000	4,000	(28,000)	4,000	-

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Magnolia Science Academy -7

		2016/17	2017/18	Variance	2017/18	Net Change
		Current Forecast - MSA-7	Preliminary Budget - MSA-7	FY18 vs. FY17	Preliminary Budget - MSA-7	
5915	Postage and Delivery	3,600	3,600	-	3,600	-
				-		-
	SUBTOTAL - Services & Other Operating Exp.	**1,643,545**	**1,551,087**	**(92,458)**	**1,552,371**	(1,285)

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Magnolia Science Academy -7

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-7	Preliminary Budget - MSA-7	FY18 vs. FY17	Preliminary Budget - MSA-7	
				-		-
6000	**Capital Outlay**			-		-
6200	Buildings & Improvement of Buildings	17,650	52,741	35,091	52,741	-
6410	Computers (capitalizable items)	60,000	40,000	(20,000)	40,000	-
				-		-
	SUBTOTAL - Capital Outlay	**77,650**	**92,741**	**15,091**	**92,741**	-
TOTAL EXPENSES		**3,695,404**	**3,515,130**	**(180,275)**	**3,516,414**	**(1,285)**
				-		-
6900	**Total Depreciation (includes Prior Years)**	37,295	45,159	7,864	44,670	489
				-		-
TOTAL EXPENSES including Depreciation		**3,655,049**	**3,467,548**	**(187,501)**	**3,468,344**	**(796)**

Magnolia Science Academy -8

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-8	Preliminary Budget - MSA-8	FY18 vs. FY17	Preliminary Budget - MSA-8	
SUMMARY						
Revenue						
	LCFF Entitlement	4,522,135	4,656,757	134,622	4,595,750	61,007
	Federal Revenue	308,278	304,497	(3,781)	304,422	75
	Other State Revenues	633,323	528,197	(105,125)	551,375	(23,177)
	Local Revenues	52,938	34,273	(18,665)	34,273	-
	Fundraising and Grants	20,000	20,000	-	20,000	-
	Total Revenue	**5,536,674**	**5,543,724**	**7,050**	**5,505,819**	37,905
						-
Expenses						-
	Compensation and Benefits	2,829,807	2,782,961	(46,846)	2,777,904	5,057
	Books and Supplies	419,657	426,715	7,058	426,715	-
	Services and Other Operating Expenditures	2,128,182	2,090,297	(37,885)	2,091,636	(1,339)
	Depreciation	84,873	96,064	11,191	96,064	-
	Total Expenses	**5,462,519**	**5,396,037**	**(66,482)**	**5,392,319**	3,717
						-
Operating Income		**74,155**	**147,687**	**73,532**	**113,500**	34,187
						-
Fund Balance						-
	Beginning Balance (Unaudited)	3,061,348	3,045,002	(16,346)	3,070,378	(25,376)
	Audit Adjustment	(90,501)	-	90,501	-	-
	Beginning Balance (Audited)	2,970,847	3,045,002	74,155	3,070,378	(25,376)
	Operating Income (including Depreciation)	74,155	147,687	73,532	113,500	34,187
						-
Ending Fund Balance		**3,045,002**	**3,192,689**	**147,687**	**3,183,878**	8,811
Ending Fund Balance as a % of Expenses		*56%*	*59%*	*3%*	*59%*	0
					-	
Captial Outlay		84,000	87,367	3,367	87,367	
	Total ADA	**485.7**	**486.2**	**0.6**	**486.2**	-
						-
LCFF Entitlement				-		-
8011	Charter Schools LCFF - State Aid	2,864,277	3,042,106	177,829	2,999,148	42,957
8012	Education Protection Account Entitlement	654,185	611,114	(43,071)	593,064	18,050
8019	State Aid - Prior Years	1,306	-	(1,306)	-	-

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Magnolia Science Academy -8

		2016/17	2017/18	Variance	2017/18	Net Change
		Current Forecast - MSA-8	Preliminary Budget - MSA-8	FY18 vs. FY17	Preliminary Budget - MSA-8	
8096	Charter Schools in Lieu of Property Taxes	1,002,367	1,003,537	1,170	1,003,537	-
				-		-
				-		-
	SUBTOTAL - LCFF Entitlement	4,522,135	4,656,757	134,622	4,595,750	61,007

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Magnolia Science Academy -8

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-8	Preliminary Budget - MSA-8	FY18 vs. FY17	Preliminary Budget - MSA-8	
8100	**Federal Revenue**			-		-
8181	Special Education - Entitlement	93,658	95,230	1,572	95,155	75
8291	Title I	205,859	181,156	(24,703)	181,156	-
8292	Title II	2,326	28,111	25,785	28,111	-
8296	Other Federal Revenue	6,409	-	(6,409)	-	-
8297	PY Federal - Not Accrued	27	-	(27)	-	-
				-		-
	SUBTOTAL - Federal Income	308,278	304,497	(3,781)	304,422	75
8300	**Other State Revenues**			-		-
8319	Other State Apportionments - Prior Years	8,323	-	(8,323)	-	-
8381	Special Education - Entitlement (State)	273,479	278,070	4,591	277,851	219
8550	Mandated Cost Reimbursements	109,613	6,799	(102,814)	30,145	(23,346)
8560	State Lottery Revenue	91,788	93,329	1,541	93,255	74
8590	All Other State Revenue	120	-	(120)	123	(123)
8596	ASES	150,000	150,000	-	150,000	-
				-		-
	SUBTOTAL - Other State Income	633,323	528,197	(105,125)	551,375	(23,177)
8600	**Other Local Revenue**			-		-
8682	Summer Program	30,463	34,273	3,810	34,273	-
8699	All Other Local Revenue	1,624	-	(1,624)	-	-
8714	COP Option 3 Grants	20,852	-	(20,852)	-	-
				-		-
	SUBTOTAL - Local Revenues	52,938	34,273	(18,665)	34,273	-
8800	**Donations/Fundraising**			-		-
8803	Fundraising	20,000	20,000	-	20,000	-
				-		-
	SUBTOTAL - Fundraising and Grants	20,000	20,000	-	20,000	-
TOTAL REVENUE		**5,536,674**	**5,543,724**	**7,050**	**5,505,819**	**37,905**

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Magnolia Science Academy -8

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-8	Preliminary Budget - MSA-8	FY18 vs. FY17	Preliminary Budget - MSA-8	
				-		-
EXPENSES				-		-
				-		-
Compensation & Benefits				-		-
				-		-
Certificated Employees Summary				-		-
1100	**Teachers Salaries**	1,456,836	1,470,435	13,599	1,470,435	-
1300	**Certificated Supervisor & Administrator Salaries**	348,956	313,320	(35,636)	309,000	4,320
				-		-
	SUBTOTAL - Certificated Employees	**1,805,792**	**1,783,755**	**(22,037)**	**1,779,435**	4,320
Classified Employees Summary				-		-
2400	**Classified Clerical & Office Salaries**	129,776	128,378	(1,399)	128,378	-
2900	**Classified Other Salaries**	268,140	207,251	(60,889)	207,251	-
				-		-
	SUBTOTAL - Classified Employees	**397,916**	**335,629**	**(62,288)**	**335,629**	-
Employee Benefits Summary				-		-
3100	STRS	224,653	247,439	22,787	246,816	623
3200	PERS	46,441	52,126	5,685	52,126	-
3300	OASDI-Medicare-Alternative	58,187	56,119	(2,068)	56,056	63
3400	Health & Welfare Benefits	267,902	279,968	12,066	279,968	-
3500	Unemployment Insurance	4,102	4,060	(42)	4,058	2
3600	Workers Comp Insurance	24,814	23,864	(949)	23,816	49
				-		-
	SUBTOTAL - Employee Benefits	**626,098**	**663,577**	**37,478**	**662,840**	737

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Magnolia Science Academy -8

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-8	Preliminary Budget - MSA-8	FY18 vs. FY17	Preliminary Budget - MSA-8	
4000	**Books & Supplies**			-		-
4100	Approved Textbooks & Core Curricula Materials	22,000	50,000	28,000	50,000	-
4200	Books & Other Reference Materials	1,000	1,000	-	1,000	-
4320	Educational Software	20,000	20,000	-	20,000	-
4325	Instructional Materials & Supplies	33,669	40,000	6,331	40,000	-
4326	Art & Music Supplies	14,500	7,500	(7,000)	7,500	-
4330	Office Supplies	25,000	6,700	(18,300)	6,700	-
4335	PE Supplies	331	2,500	2,169	2,500	-
4345	Non Instructional Student Materials & Supplies	8,500	5,000	(3,500)	5,000	-
4346	Teacher Supplies	5,000	5,000	-	5,000	-
4350	Uniforms	500	515	15	515	-
4351	Yearbook	5,000	1,500	(3,500)	1,500	-
4400	Noncapitalized Equipment	12,641	11,000	(1,641)	11,000	-
4410	Classroom Furniture, Equipment & Supplies	2,517	1,000	(1,517)	1,000	-
4420	Computers (individual items less than $5k)	11,500	15,000	3,500	15,000	-
4430	Non Classroom Related Furniture, Equipment & Supp	7,500	5,000	(2,500)	5,000	-
4700	Food	240,000	250,000	10,000	250,000	-
4720	Other Food	10,000	5,000	(5,000)	5,000	-
				-		-
	SUBTOTAL - Books and Supplies	**419,657**	**426,715**	**7,058**	**426,715**	-

Magnolia Science Academy -8

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-8	Preliminary Budget - MSA-8	FY18 vs. FY17	Preliminary Budget - MSA-8	
5000	**Services & Other Operating Expenses**					-
5101	Shared Management Fee - CMO	1,013,267	1,047,567	34,300	1,048,914	(1,347)
5102	Direct CMO Fee (Shared Staff)	38,555	-	(38,555)	-	-
5210	Conference Fees	10,000	10,000	-	10,000	-
5215	Travel - Mileage, Parking, Tolls	5,000	5,000	-	5,000	-
5220	Travel and Lodging	10,000	10,000	-	10,000	-
5300	Dues & Memberships	7,500	7,500	-	7,500	-
5450	Insurance - Other	25,859	25,859	-	25,854	5
5500	Operations & Housekeeping	35,000	35,000	-	35,000	-
5605	Equipment Leases	50,000	50,000	-	50,000	-
5610	Rent	228,961	-	(228,961)	-	-
5611	Prop 39 Related Costs	-	235,830	235,830	235,830	-
5617	Repairs and Maintenance - Other Equipment	3,000	3,000	-	3,000	-
5803	Accounting Fees	15,000	15,450	450	15,450	-
5809	Banking Fees	500	500	-	500	-
5813	School Programs - After School Program	150,000	150,000	-	150,000	-
5819	School Programs - Other	500	515	15	515	-
5820	Consultants - Non Instructional	13,000	13,000	-	13,000	-
5822	Other Professional Services	55,000	45,000	(10,000)	45,000	-
5824	District Oversight Fees	45,221	45,221	-	45,277	(56)
5830	Field Trips Expenses	30,000	20,000	(10,000)	20,000	-
5845	Legal Fees	13,000	13,000	-	13,000	-
5851	Marketing and Student Recruiting	8,000	8,000	-	8,000	-
5857	Payroll Fees	16,500	16,995	495	16,995	-
5861	Prior Yr Exp (not accrued)	(9,371)	-	9,371	-	-
5863	Professional Development	111,000	8,300	(102,700)	8,300	-
5864	Professional Development - Other	-	75,500	75,500	75,500	-
5869	Special Education Contract Instructors	64,512	55,000	(9,512)	55,000	-
5872	Special Education Encroachment	73,427	74,660	1,233	74,601	59
5884	Substitutes	64,750	64,750	-	64,750	-
5887	Technology Services	38,000	42,650	4,650	42,650	-
5899	Miscellaneous Operating Expenses	0	0	0	0	-
5915	Postage and Delivery	12,000	12,000	-	12,000	-
					-	
	SUBTOTAL - Services & Other Operating Exp.	**2,128,182**	**2,090,297**	**(37,885)**	**2,091,636**	**(1,339)**

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Magnolia Science Academy -8

		2016/17	2017/18	Variance	Draft 5/10/17	Net Change
		Current Forecast - MSA-8	Preliminary Budget - MSA-8	FY18 vs. FY17	2017/18 Preliminary Budget - MSA-8	
				-		-
6000	**Capital Outlay**			-		-
6200	Buildings & Improvement of Buildings	-	57,367	57,367	57,367	-
6410	Computers (capitalizable items)	84,000	30,000	(54,000)	30,000	-
				-		-
	SUBTOTAL - Capital Outlay	**84,000**	**87,367**	**3,367**	**87,367**	**-**
TOTAL EXPENSES		**5,461,646**	**5,387,340**	**(74,306)**	**5,383,622**	**3,717**
				-		-
6900	**Total Depreciation (includes Prior Years)**	**84,873**	**96,064**	**11,191**	**96,064**	**-**
				-		-
TOTAL EXPENSES including Depreciation		**5,462,519**	**5,396,037**	**(66,482)**	**5,392,319**	**3,717**

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Magnolia Science Academy -SA

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	FY18 vs. FY17	Preliminary Budget - MSA-SA	
SUMMARY						
Revenue						
	LCFF Entitlement	5,516,915	7,467,687	1,950,772	7,270,749	196,938
	Federal Revenue	766,482	658,206	(108,276)	658,206	-
	Other State Revenues	577,993	585,070	7,077	618,082	(33,012)
	Local Revenues	22,441	64,612	42,171	64,612	-
	Fundraising and Grants	45,744	32,446	(13,298)	32,446	-
	Total Revenue	**6,929,574**	**8,808,020**	**1,878,446**	**8,644,095**	**163,926**
						-
Expenses						-
	Compensation and Benefits	3,805,088	4,576,489	771,401	4,555,103	21,386
	Books and Supplies	987,499	733,114	(254,386)	733,114	-
	Services and Other Operating Expenditures	2,187,069	2,664,102	477,033	2,690,719	(26,618)
	Depreciation	373,813	505,350	131,536	505,350	-
	Total Expenses	**7,353,470**	**8,479,054**	**1,125,585**	**8,484,286**	**(5,232)**
						-
Operating Income		**(423,896)**	**328,966**	**752,862**	**159,809**	**169,157**
						-
Fund Balance						-
	Beginning Balance (Unaudited)	8,291,101	7,875,025	(416,076)	7,912,170	(37,145)
	Audit Adjustment	7,820	-	(7,820)	-	-
	Beginning Balance (Audited)	8,298,921	7,875,025	(423,896)	7,912,170	(37,145)
	Operating Income (including Depreciation)	(423,896)	328,966	752,862	159,809	169,157
						-
Ending Fund Balance		**7,875,025**	**8,203,991**	**328,966**	**8,071,979**	**132,012**
Ending Fund Balance as a % of Expenses		*107%*	*97%*	*-10%*	*95%*	*0*
				-		
Captial Outlay		115,124	124,000	8,876	124,000	
	Total ADA	**610.7**	**779.5**	**168.8**	**779.5**	-
						-
LCFF Entitlement				-		-
8011	Charter Schools LCFF - State Aid	3,918,054	5,426,943	1,508,888	5,230,005	196,938
8012	Education Protection Account Entitlement	122,146	155,904	33,758	155,904	-
8019	State Aid - Prior Years	-	-	-	-	-

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Magnolia Science Academy -SA

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	FY18 vs. FY17	Preliminary Budget - MSA-SA	
8096	Charter Schools in Lieu of Property Taxes	1,476,715	1,884,840	408,126	1,884,840	-
				-		-
				-		-
	SUBTOTAL - LCFF Entitlement	5,516,915	7,467,687	1,950,772	7,270,749	196,938
8100	**Federal Revenue**			-		-
8181	Special Education - Entitlement	18,288	78,500	60,212	78,500	-
8220	Child Nutrition Programs	227,287	265,178	37,890	265,178	-
8291	Title I	219,592	259,460	39,868	259,460	-
8292	Title II	2,723	32,868	30,145	32,868	-
8296	Other Federal Revenue	36,941	22,200	(14,741)	22,200	-
8297	PY Federal - Not Accrued	296	-	(296)	-	-
8298	Implementation Grant	261,355	-	(261,355)	-	-
				-		-
	SUBTOTAL - Federal Income	766,482	658,206	(108,276)	658,206	-

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Magnolia Science Academy -SA

		2016/17	2017/18	Variance	2017/18	Net Change
		Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	FY18 vs. FY17	Preliminary Budget - MSA-SA	
8300	**Other State Revenues**			-		-
8319	Other State Apportionments - Prior Years	6,349	-	(6,349)	-	-
8381	Special Education - Entitlement (State)	309,640	400,673	91,033	400,673	-
8382	Special Education Reimbursement (State)	23,018	-	(23,018)	-	-
8520	Child Nutrition - State	14,137	23,251	9,114	23,251	-
8550	Mandated Cost Reimbursements	34,421	11,518	(22,903)	44,648	(33,130)
8560	State Lottery Revenue	115,428	149,628	34,200	149,510	118
8590	All Other State Revenue	75,000	-	(75,000)	-	-
				-		-
	SUBTOTAL - Other State Income	577,993	585,070	7,077	618,082	(33,012)
8600	**Other Local Revenue**			-		-
8634	Food Service Sales	11,460	14,459	2,999	14,459	-
8636	Uniforms	397	-	(397)	-	-
8660	Interest	1,350	1,000	(350)	1,000	-
8682	Summer Program	-	39,108	39,108	39,108	-
8690	Other Local Revenue	9,234	10,045	811	10,045	-
				-		-
	SUBTOTAL - Local Revenues	22,441	64,612	42,171	64,612	-
8800	**Donations/Fundraising**			-		-
8802	Donations - Private	38,553	30,000	(8,553)	30,000	-
8803	Fundraising	7,191	2,446	(4,745)	2,446	-
				-		-
	SUBTOTAL - Fundraising and Grants	45,744	32,446	(13,298)	32,446	-
TOTAL REVENUE		**6,929,574**	**8,808,020**	**1,878,446**	**8,644,095**	163,926
				-		-

Draft 5/10/17   Net Change

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Magnolia Science Academy -SA

Draft 5/10/17 Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	FY18 vs. FY17	Preliminary Budget - MSA-SA	
EXPENSES				-		-
				-		-
Compensation & Benefits				-		-
				-		-
Certificated Employees Summary				-		-
1100	**Teachers Salaries**	2,046,524	2,287,119	240,595	2,287,119	-
1300	**Certificated Supervisor & Administrator Salaries**	495,970	644,782	148,812	644,782	-
				-		-
	SUBTOTAL - Certificated Employees	**2,542,494**	**2,931,900**	**389,407**	**2,931,900**	-
Classified Employees Summary				-		-
2400	**Classified Clerical & Office Salaries**	170,661	166,916	(3,745)	166,916	-
2900	**Classified Other Salaries**	302,158	345,725	43,567	345,725	-
				-		-
	SUBTOTAL - Classified Employees	**472,819**	**512,641**	**39,822**	**512,641**	-
Employee Benefits Summary				-		-
3100	STRS	300,863	394,920	94,057	394,920	-
3200	PERS	31,851	93,457	61,606	72,071	21,386
3300	OASDI-Medicare-Alternative	83,051	94,442	11,391	94,442	-
3400	Health & Welfare Benefits	335,551	505,621	170,070	505,621	-
3500	Unemployment Insurance	4,508	4,722	215	4,722	-
3600	Workers Comp Insurance	33,952	38,786	4,833	38,786	-
				-		-
	SUBTOTAL - Employee Benefits	**789,775**	**1,131,948**	**342,173**	**1,110,562**	21,386

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Magnolia Science Academy -SA

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	FY18 vs. FY17	Preliminary Budget - MSA-SA	
4000	**Books & Supplies**			-		-
4100	Approved Textbooks & Core Curricula Materials	240,000	46,800	(193,200)	46,800	-
4200	Books & Other Reference Materials	20,000	20,000	-	20,000	-
4315	Custodial Supplies	30,000	30,000	-	30,000	-
4320	Educational Software	12,465	45,000	32,535	45,000	-
4325	Instructional Materials & Supplies	44,906	50,000	5,094	50,000	-
4326	Art & Music Supplies	10,000	10,000	-	10,000	-
4330	Office Supplies	20,000	5,000	(15,000)	5,000	-
4335	PE Supplies	5,500	57,500	52,000	57,500	-
4345	Non Instructional Student Materials & Supplies	10,185	15,000	4,815	15,000	-
4346	Teacher Supplies	11,101	10,000	(1,101)	10,000	-
4400	Noncapitalized Equipment	11,868	10,500	(1,368)	10,500	-
4410	Classroom Furniture, Equipment & Supplies	163,476	75,000	(88,476)	75,000	-
4420	Computers (individual items less than $5k)	122,115	2,500	(119,615)	2,500	-
4430	Non Classroom Related Furniture, Equipment & Supp	2,493	2,493	-	2,493	-
4700	Food	277,391	348,321	70,930	348,321	-
4720	Other Food	6,000	5,000	(1,000)	5,000	-
				-		-
	SUBTOTAL - Books and Supplies	**987,499**	**733,114**	**(254,386)**	**733,114**	**-**

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Magnolia Science Academy -SA

		2016/17	2017/18	Variance	2017/18	Net Change
		Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	FY18 vs. FY17	Preliminary Budget - MSA-SA	
5000	**Services & Other Operating Expenses**					-
5101	Shared Management Fee - CMO	1,013,267	1,047,567	34,300	1,048,914	(1,347)
5102	Direct CMO Fee (Shared Staff)	72,367	-	(72,367)	-	-
5210	Conference Fees	8,809	8,809	-	8,809	-
5215	Travel - Mileage, Parking, Tolls	10,000	7,000	(3,000)	7,000	-
5300	Dues & Memberships	6,000	6,000	-	6,000	-
5450	Insurance - Other	21,456	21,456	-	21,456	-
5500	Operations & Housekeeping	30,000	40,000	10,000	40,000	-
5510	Utilities - Gas and Electric	120,000	100,000	(20,000)	100,000	-
5605	Equipment Leases	47,344	47,344	-	47,344	-
5610	Rent	37,129	299,681	262,552	231,630	68,051
5615	Repairs and Maintenance - Building	34,964	50,000	15,036	50,000	-
5803	Accounting Fees	10,736	11,000	264	11,000	-
5809	Banking Fees	7,243	7,460	217	7,460	-
5813	School Programs - After School Program	15,000	5,000	(10,000)	5,000	-
5814	School Programs - Academic Competitions	7,500	10,000	2,500	10,000	-
5819	School Programs - Other	7,000	-	(7,000)	-	-
5820	Consultants - Non Instructional	10,000	10,000	-	15,000	(5,000)
5822	Other Professional Services	42,535	21,546	(20,989)	17,596	3,950
5824	District Oversight Fees	55,169	74,677	19,508	72,707	1,969
5830	Field Trips Expenses	19,000	25,000	6,000	25,000	-
5833	Fines and Penalties	29,000	-	(29,000)	-	-
5843	Interest - Loans Less than 1 Year	529	173,107	172,579	266,996	(93,889)
5845	Legal Fees	15,000	10,000	(5,000)	10,000	-
5851	Marketing and Student Recruiting	20,000	15,000	(5,000)	15,000	-
5857	Payroll Fees	27,500	31,544	4,044	31,895	(352)
5861	Prior Yr Exp (not accrued)	55,670	-	(55,670)	-	-
5863	Professional Development	37,567	40,494	2,927	40,494	-
5864	Professional Development - Other	-	96,300	96,300	96,300	-
5869	Special Education Contract Instructors	224,000	275,000	51,000	275,000	-
5872	Special Education Encroachment	13,117	19,167	6,050	19,167	-
5884	Substitutes	88,000	90,640	2,640	90,640	-
5887	Technology Services	64,000	107,310	43,310	107,310	-
5898	Bad Debt Expense	1,867	-	(1,867)	-	-
5900	Communications	27,500	3,000	(24,500)	3,000	-

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Magnolia Science Academy -SA

		2016/17	2017/18	Variance		2017/18	Net Change
		Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	FY18 vs. FY17	Draft 5/10/17	Preliminary Budget - MSA-SA	
5915	Postage and Delivery	7,799	10,000	2,201		10,000	-
				-			-
	SUBTOTAL - Services & Other Operating Exp.	**2,187,069**	**2,664,102**	**477,033**		**2,690,719**	**(26,618)**
							-
				-			-
6000	**Capital Outlay**			-			-
6400	Equipment	37,249	-	(37,249)		-	-
6410	Computers (capitalizable items)	77,875	124,000	46,125		124,000	-
				-			-
	SUBTOTAL - Capital Outlay	**115,124**	**124,000**	**8,876**		**124,000**	**-**
TOTAL EXPENSES		**7,094,780**	**8,097,704**	**1,002,924**		**8,102,936**	**(5,232)**
				-			-
6900	**Total Depreciation (includes Prior Years)**	**373,813**	**505,350**	**131,536**		**505,350**	**-**
				-			-
	TOTAL EXPENSES including Depreciation	**7,353,470**	**8,479,054**	**1,125,585**		**8,484,286**	**(5,232)**

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Magnolia Science Academy -SD

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	FY18 vs. FY17	Preliminary Budget - MSA-SD	
SUMMARY						
Revenue						
	LCFF Entitlement	3,031,463	3,298,113	266,650	3,264,790	33,323
	Federal Revenue	105,749	125,122	19,373	125,122	-
	Other State Revenues	528,352	393,481	(134,871)	413,019	(19,538)
	Local Revenues	88,597	78,739	(9,858)	78,739	-
	Fundraising and Grants	31,307	31,153	(154)	31,153	-
	Total Revenue	**3,785,468**	**3,926,609**	**141,141**	**3,912,823**	13,785
						-
Expenses						-
	Compensation and Benefits	2,307,318	2,210,403	(96,915)	2,193,958	16,444
	Books and Supplies	183,955	144,548	(39,407)	144,548	-
	Services and Other Operating Expenditures	1,239,823	1,352,286	112,463	1,492,185	(139,898)
	Depreciation	39,460	30,295	(9,165)	30,295	-
	Total Expenses	**3,770,556**	**3,737,532**	**(33,024)**	**3,860,986**	(123,454)
						-
Operating Income		**14,911**	**189,077**	**174,165**	**51,837**	137,240
						-
Fund Balance						-
	Beginning Balance (Unaudited)	1,173,620	1,189,492	15,872	1,213,970	(24,478)
	Audit Adjustment	960	-	(960)	-	-
	Beginning Balance (Audited)	1,174,581	1,189,492	14,911	1,213,970	(24,478)
	Operating Income (including Depreciation)	14,911	189,077	174,165	51,837	137,240
						-
Ending Fund Balance		**1,189,492**	**1,378,569**	**189,077**	**1,265,807**	112,762
Ending Fund Balance as a % of Expenses		*32%*	*37%*	*5%*	*33%*	0
					-	
Captial Outlay		-	51,160	51,160	51,160	
	Total ADA	**407.9**	**434.3**	**26.3**	**434.3**	-
				-		-
LCFF Entitlement				-		-
8011	Charter Schools LCFF - State Aid	329,889	461,266	131,377	444,045	17,221
8012	Education Protection Account Entitlement	548,858	545,179	(3,679)	529,077	16,102
8096	Charter Schools in Lieu of Property Taxes	2,152,716	2,291,668	138,951	2,291,668	-

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Magnolia Science Academy -SD

		2016/17	2017/18	Variance	Draft 5/10/17	Net Change
		Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	FY18 vs. FY17	2017/18 Preliminary Budget - MSA-SD	
				-		-
				-		-
	SUBTOTAL - LCFF Entitlement	3,031,463	3,298,113	266,650	3,264,790	33,323
8100	**Federal Revenue**			-		-
8181	Special Education - Entitlement	53,721	53,500	(221)	53,500	-
8220	Child Nutrition Programs	24,125	28,455	4,330	28,455	-
8291	Title I	27,246	25,163	(2,083)	25,163	-
8292	Title II	657	7,804	7,147	7,804	-
8296	Other Federal Revenue	-	10,200	10,200	10,200	-
				-		-
	SUBTOTAL - Federal Income	105,749	125,122	19,373	125,122	-

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Magnolia Science Academy -SD

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	FY18 vs. FY17	Preliminary Budget - MSA-SD	
8300	**Other State Revenues**			-		-
8319	Other State Apportionments - Prior Years	16,938	-	(16,938)	-	-
8381	Special Education - Entitlement (State)	206,815	223,205	16,389	223,205	-
8382	Special Education Reimbursement (State)	53,460	-	(53,460)	-	-
8520	Child Nutrition - State	1,872	1,832	(40)	1,832	-
8550	Mandated Cost Reimbursements	92,789	5,711	(87,078)	25,314	(19,603)
8560	State Lottery Revenue	77,097	83,354	6,257	83,288	66
8596	ASES	79,380	79,380	-	79,380	-
				-		-
	SUBTOTAL - Other State Income	528,352	393,481	(134,871)	413,019	(19,538)
8600	**Other Local Revenue**			-		-
8650	Leases and Rentals	-	7,000	7,000	7,000	-
8660	Interest	1,836	1,891	55	1,891	-
8682	Summer Program	20,404	26,848	6,444	26,848	-
8690	Other Local Revenue	23,337	-	(23,337)	-	-
8693	Field Trips	43,000	43,000	-	43,000	-
8699	All Other Local Revenue	20	-	(20)	-	-
				-		-
	SUBTOTAL - Local Revenues	88,597	78,739	(9,858)	78,739	-
8800	**Donations/Fundraising**			-		-
8803	Fundraising	31,307	31,153	(154)	31,153	-
				-		-
	SUBTOTAL - Fundraising and Grants	31,307	31,153	(154)	31,153	-
TOTAL REVENUE		3,785,468	3,926,609	141,141	3,912,823	13,785
				-		-

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Magnolia Science Academy -SD

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	FY18 vs. FY17	Preliminary Budget - MSA-SD	
EXPENSES				-		-
				-		-
Compensation & Benefits				-		-
				-		-
Certificated Employees Summary				-		-
1100	**Teachers Salaries**	1,148,829	1,071,231	(77,598)	1,071,231	-
1300	**Certificated Supervisor & Administrator Salaries**	394,114	344,918	(49,196)	344,918	-
				-		-
	SUBTOTAL - Certificated Employees	**1,542,943**	**1,416,149**	**(126,794)**	**1,416,149**	-
Classified Employees Summary				-		-
2400	**Classified Clerical & Office Salaries**	152,183	143,640	(8,543)	143,640	-
2900	**Classified Other Salaries**	71,352	87,920	16,568	87,920	-
				-		-
	SUBTOTAL - Classified Employees	**223,535**	**231,560**	**8,025**	**231,560**	-
Employee Benefits Summary				-		-
3100	STRS	189,685	192,002	2,317	192,002	-
3200	PERS	28,669	33,945	5,276	33,945	-
3300	OASDI-Medicare-Alternative	41,972	43,820	1,848	43,820	-
3400	Health & Welfare Benefits	257,740	270,550	12,810	254,106	16,444
3500	Unemployment Insurance	2,883	3,824	941	3,824	-
3600	Workers Comp Insurance	19,891	18,553	(1,337)	18,553	-
				-		-
	SUBTOTAL - Employee Benefits	**540,840**	**562,694**	**21,853**	**546,249**	16,444

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Magnolia Science Academy -SD

Draft 5/10/17 Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	FY18 vs. FY17	Preliminary Budget - MSA-SD	
4000	**Books & Supplies**			-		-
4100	Approved Textbooks & Core Curricula Materials	18,074	5,000	(13,074)	5,000	-
4200	Books & Other Reference Materials	10,000	5,000	(5,000)	5,000	-
4315	Custodial Supplies	6,000	6,180	180	6,180	-
4320	Educational Software	15,000	10,000	(5,000)	10,000	-
4325	Instructional Materials & Supplies	18,700	28,000	9,300	28,000	-
4326	Art & Music Supplies	2,200	2,266	66	2,266	-
4330	Office Supplies	32,200	5,000	(27,200)	5,000	-
4335	PE Supplies	4,000	2,000	(2,000)	2,000	-
4345	Non Instructional Student Materials & Supplies	6,000	6,180	180	6,180	-
4346	Teacher Supplies	1,000	1,030	30	1,030	-
4350	Uniforms	13,716	-	(13,716)	-	-
4400	Noncapitalized Equipment	-	12,000	12,000	12,000	-
4410	Classroom Furniture, Equipment & Supplies	10,000	10,000	-	10,000	-
4420	Computers (individual items less than $5k)	10,000	7,000	(3,000)	7,000	-
4430	Non Classroom Related Furniture, Equipment & Supp	3,269	3,367	98	3,367	-
4700	Food	27,297	34,830	7,533	34,830	-
4720	Other Food	6,500	6,695	195	6,695	-
				-		-
	SUBTOTAL - Books and Supplies	**183,955**	**144,548**	**(39,407)**	**144,548**	**-**

Magnolia Science Academy -SD

		2016/17	2017/18	Variance	2017/18	
					Draft 5/10/17	Net Change
		Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	FY18 vs. FY17	Preliminary Budget - MSA-SD	
5000	**Services & Other Operating Expenses**					-
5101	Shared Management Fee - CMO	337,375	362,792	25,418	359,127	3,666
5102	Direct CMO Fee (Shared Staff)	22,916	-	(22,916)	-	-
5210	Conference Fees	5,000	5,150	150	5,150	-
5215	Travel - Mileage, Parking, Tolls	7,000	7,210	210	7,210	-
5220	Travel and Lodging	20,000	7,000	(13,000)	7,000	-
5300	Dues & Memberships	5,400	5,562	162	5,562	-
5450	Insurance - Other	18,580	19,137	557	19,137	-
5500	Operations & Housekeeping	16,000	46,480	30,480	46,480	-
5510	Utilities - Gas and Electric	20,000	20,600	600	20,600	-
5605	Equipment Leases	10,000	10,300	300	10,300	-
5610	Rent	320,000	448,870	128,870	592,767	(143,897)
5615	Repairs and Maintenance - Building	15,000	15,450	450	15,450	-
5617	Repairs and Maintenance - Other Equipment	5,000	5,000	-	5,000	-
5803	Accounting Fees	10,000	10,300	300	10,300	-
5809	Banking Fees	1,000	1,030	30	1,030	-

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Magnolia Science Academy -SD

		2016/17	2017/18	Variance	2017/18	Net Change
		Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	FY18 vs. FY17	Preliminary Budget - MSA-SD	
5813	School Programs - After School Program	79,380	79,380	-	79,380	-
5814	School Programs - Academic Competitions	4,500	4,500	-	4,500	-
5819	School Programs - Other	1,100	1,100	-	1,100	-
5822	Other Professional Services	26,503	19,596	(6,907)	19,596	-
5824	District Oversight Fees	30,315	32,981	2,667	32,648	333
5830	Field Trips Expenses	45,000	45,000	-	45,000	-
5833	Fines and Penalties	868	894	26	894	-
5845	Legal Fees	25,000	15,000	(10,000)	15,000	-
5851	Marketing and Student Recruiting	24,000	12,000	(12,000)	12,000	-
5857	Payroll Fees	15,500	15,965	465	15,965	-
5861	Prior Yr Exp (not accrued)	11,165	-	(11,165)	-	-
5863	Professional Development	19,000	5,000	(14,000)	5,000	-
5864	PD - Tuition Reimbursement	-	15,500	15,500	15,500	-
5869	Special Education Contract Instructors	55,000	56,650	1,650	56,650	-
5872	Special Education Encroachment	10,421	11,068	647	11,068	-
5884	Substitutes	19,000	19,570	570	19,570	-
5887	Technology Services	43,800	45,200	1,400	45,200	-
5900	Communications	11,000	3,000	(8,000)	3,000	-
5915	Postage and Delivery	5,000	5,000	-	5,000	-
				-		-
	SUBTOTAL - Services & Other Operating Exp.	**1,239,823**	**1,352,286**	**112,463**	**1,492,185**	**(139,898)**
				-		-
6000	**Capital Outlay**			-		-
6200	Buildings & Improvement of Buildings	-	51,160	51,160	51,160	-
				-		-
	SUBTOTAL - Capital Outlay	**-**	**51,160**	**51,160**	**51,160**	**-**
TOTAL EXPENSES		**3,731,096**	**3,758,397**	**27,301**	**3,881,851**	**(123,454)**
				-		-
6900	**Total Depreciation (includes Prior Years)**	**39,460**	**30,295**	**(9,165)**	**30,295**	**-**
				-		-
TOTAL EXPENSES including Depreciation		**3,770,556**	**3,737,532**	**(33,024)**	**3,860,986**	**(123,454)**

Draft 5/10/17   Net Change

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Magnolia Science Academy -SD

	2016/17	2017/18	Variance		2017/18
	Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	FY18 vs. FY17		Preliminary Budget - MSA-SD

Draft 5/10/17   Net Change

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MERF

	2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
	Current Forecast - MERF	Preliminary Budget - MERF	FY18 vs. FY17	Preliminary Budget - MERF	
SUMMARY					
Revenue					
LCFF Entitlement	-	-	-	-	-
Federal Revenue	-	-	-	-	-
Other State Revenues	-	-	-	-	-
Local Revenues	6,414,502	6,392,850	(21,652)	6,392,833	17
Fundraising and Grants	150,000	-	(150,000)	-	-
Total Revenue	**6,564,502**	**6,392,850**	**(171,652)**	**6,392,833**	**17**
					-
Expenses					-
Compensation and Benefits	3,564,740	3,055,489	(509,251)	2,882,859	172,630
Books and Supplies	84,820	70,421	(14,399)	70,421	-
Services and Other Operating Expenditures	2,654,010	2,726,775	72,764	2,776,905	(50,130)
Depreciation	1,440	933	(507)	933	-
Total Expenses	**6,305,010**	**5,853,618**	**(451,392)**	**5,731,118**	**122,500**
					-
Operating Income	**259,492**	**539,232**	**279,740**	**661,715**	**(122,483)**
					-
Fund Balance					-
Beginning Balance (Unaudited)	(285,175)	258,542	543,717	271,082	(12,541)
Audit Adjustment	284,225	-	(284,225)	-	-
Beginning Balance (Audited)	(950)	258,542	259,492	271,082	(12,541)
Operating Income	259,492	539,232	279,740	661,715	(122,483)
					-
Ending Fund Balance (including Depreciation)	**258,542**	**797,774**	**539,232**	**932,797**	**(135,023)**
Ending Fund Balance as a % of Expenses	*4%*	*14%*	*10%*	*16%*	*(0)*
			-		
Capital Outlay	*-*	*-*	*-*	*-*	
					-
					-
LCFF Entitlement			-		-
			-		-
			-		-

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MERF

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MERF	Preliminary Budget - MERF	FY18 vs. FY17	Preliminary Budget - MERF	
	SUBTOTAL - LCFF Entitlement	-	-	-	-	-
8100	Federal Revenue			-		-
				-		-
	SUBTOTAL - Federal Income	-	-	-	-	-
8300	Other State Revenues			-		-
				-		-
	SUBTOTAL - Other State Income	-	-	-	-	-
8600	Other Local Revenue			-		-
8690	Other Local Revenue	8,025	-	(8,025)	-	-
8699	All Other Local Revenue	21,216	-	(21,216)	-	-
8701	CMO Fee - MSA-1	1,013,267	1,047,567	34,300	1,048,914	(1,347)
8702	CMO Fee - MSA-2	918,273	1,047,567	129,294	1,048,914	(1,347)
8703	CMO Fee - MSA-3	918,273	949,358	31,084	950,579	(1,221)
8704	CMO Fee - MSA-4	75,995	78,568	2,573	78,669	(101)
8705	CMO Fee - MSA-5	75,995	78,568	2,573	78,669	(101)
8706	CMO Fee - MSA-6	75,995	78,568	2,573	78,669	(101)
8707	CMO Fee - MSA-7	633,292	654,729	21,438	655,571	(842)
8708	CMO Fee - MSA-8	1,013,267	1,047,567	34,300	1,048,914	(1,347)
8709	CMO Fee - MSA-SA	1,013,267	1,047,567	34,300	1,048,914	(1,347)
8712	CMO Fee - MSA-SD	337,375	362,792	25,418	355,019	7,773
8713	Direct CMO Fee (Shared Staff)	310,263	-	(310,263)	-	-
				-		-
	SUBTOTAL - Local Revenues	6,414,502	6,392,850	(21,652)	6,392,833	17
8800	Donations/Fundraising			-		-
8802	Donations - Private	149,000	-	(149,000)	-	-
8803	Fundraising	1,000	-	(1,000)	-	-
				-		-
	SUBTOTAL - Fundraising and Grants	150,000	-	(150,000)	-	-
	TOTAL REVENUE	6,564,502	6,392,850	(171,652)	6,392,833	17

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MERF

Draft 5/10/17 Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MERF	Preliminary Budget - MERF	FY18 vs. FY17	Preliminary Budget - MERF	
				-		-
EXPENSES				-		-
				-		-
Compensation & Benefits				-		-
				-		-
Certificated Employees Summary				-		-
1300	Certificated Supervisor & Administrator Salaries	617,079	395,000	(222,079)	395,000	-
				-		-
	SUBTOTAL - Certificated Employees	617,079	395,000	(222,079)	395,000	-
Classified Employees Summary				-		-
2400	Classified Clerical & Office Salaries	2,079,455	1,762,325	(317,130)	1,724,125	38,200
2900	Classified Other Salaries	171,827	218,900	47,073	133,900	85,000
				-		-
	SUBTOTAL - Classified Employees	2,251,282	1,981,225	(270,057)	1,858,025	123,200

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MERF

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MERF	Preliminary Budget - MERF	FY18 vs. FY17	Preliminary Budget - MERF	
	Employee Benefits Summary			-		-
3100	STRS	89,809	77,583	(12,226)	77,583	-
3200	PERS	23,362	95,654	72,292	82,453	13,201
3300	OASDI-Medicare-Alternative	173,549	150,925	(22,624)	143,855	7,070
3400	Health & Welfare Benefits	269,911	248,979	(20,932)	220,850	28,129
3500	Unemployment Insurance	16,021	12,719	(3,303)	11,690	1,029
3600	Workers Comp Insurance	32,298	27,228	(5,070)	27,228	-
3700	Retiree Benefits	91,428	66,176	(25,253)	66,176	-
				-		-
	SUBTOTAL - Employee Benefits	**696,379**	**679,264**	**(17,115)**	**629,834**	49,430
4000	**Books & Supplies**			-		-
4100	Approved Textbooks & Core Curricula Materials	977	1,020	43	1,020	-
4200	Books & Other Reference Materials	43	-	(43)	-	-
4320	Educational Software	12,200	9,000	(3,200)	9,000	-
4325	Instructional Materials & Supplies	-	1,102	1,102	1,102	-
4330	Office Supplies	15,000	12,099	(2,901)	12,099	-
4400	Noncapitalized Equipment	-	1,000	1,000	1,000	-
4420	Computers (individual items less than $5k)	5,000	5,000	-	5,000	-
4720	Other Food	51,600	41,200	(10,400)	41,200	-
				-		-
	SUBTOTAL - Books and Supplies	**84,820**	**70,421**	**(14,399)**	**70,421**	-

MERF

		2016/17	2017/18	Variance	Draft 5/10/17 2017/18	Net Change
		Current Forecast - MERF	Preliminary Budget - MERF	FY18 vs. FY17	Preliminary Budget - MERF	
5000	**Services & Other Operating Expenses**					-
5200	Travel & Conferences	354	-	(354)	-	-
5210	Conference Fees	23,442	43,796	20,354	43,796	-
5215	Travel - Mileage, Parking, Tolls	53,320	73,320	20,000	73,320	-
5220	Travel and Lodging	24,569	96,569	72,000	96,569	-
5300	Dues & Memberships	10,200	15,200	5,000	15,200	-
5450	Insurance - Other	14,688	14,688	-	14,688	-
5500	Operations & Housekeeping	33,593	22,093	(11,500)	22,093	-
5605	Equipment Leases	12,240	12,240	-	12,240	-
5610	Rent	158,520	160,800	2,280	160,800	-
5615	Repairs and Maintenance - Building	-	84	84	84	-
5803	Accounting Fees	25,000	30,120	5,120	6,120	24,000
5809	Banking Fees	20,168	18,275	(1,893)	18,275	-
5812	Business Services	695,000	700,000	5,000	700,000	-
5819	School Programs - Other	4,400	-	(4,400)	-	-
5822	Other Professional Services	872,596	653,121	(219,474)	727,251	(74,130)
5833	Fines and Penalties	1,912	321	(1,591)	321	-
5843	Interest - Loans Less than 1 Year	111	-	(111)	-	-

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MERF

Draft 5/10/17   Net Change

		2016/17	2017/18	Variance	2017/18	
		Current Forecast - MERF	Preliminary Budget - MERF	FY18 vs. FY17	Preliminary Budget - MERF	
5845	Legal Fees	300,000	420,000	120,000	420,000	-
5848	Licenses and Other Fees	6,000	-	(6,000)	-	-
5851	Marketing and Student Recruiting	33,649	53,000	19,351	53,000	-
5857	Payroll Fees	17,000	18,000	1,000	18,000	-
5861	Prior Yr Exp (not accrued)	50,048	-	(50,048)	-	-
5863	Professional Development	58,200	114,900	56,700	114,900	-
5864	PD - Tuition Reimbursement	87,500	60,000	(27,500)	60,000	-
5875	Staff Recruiting	21,000	15,000	(6,000)	15,000	-
5887	Technology Services	78,500	170,628	92,128	170,628	-
5900	Communications	39,500	17,340	(22,160)	17,340	-
5915	Postage and Delivery	12,500	17,280	4,780	17,280	-
				-		-
	SUBTOTAL - Services & Other Operating Exp.	**2,654,010**	**2,726,775**	**72,764**	**2,776,905**	**(50,130)**
6000	**Capital Outlay**			-		-
				-		-
	SUBTOTAL - Capital Outlay	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**6,303,570**	**5,852,685**	**(450,885)**	**5,730,185**	**122,500**
				-		-
				-		-
6900	**Total Depreciation (includes Prior Years)**	**1,440**	**933**	**(507)**	**933**	**-**
				-		-
TOTAL EXPENSES including Depreciation		**6,305,010**	**5,853,618**	**(451,392)**	**5,731,118**	**122,500**

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Cover Sheet

Approval of Temporary Loan to Meet the Required 5% Cash Reserve for all MPS

Section: III. Action Items
Item: E. Approval of Temporary Loan to Meet the Required 5% Cash
Reserve for all MPS
Purpose: Vote
Submitted by:
Related Material: III E Temporary Loan for Cash Reserve.pdf

Board Agenda Item #	Agenda # III E
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Intercompany Loan at Close of FY 2016-17

Proposed Board Recommendation

I move that the board authorize a temporary inter-agency loan at close of FY 2016-17 to meet the cash reserve requirement for MSA 1 and ensure a positive cash balance for other schools, as needed.

Background

MSA 1 is required to maintain the equivalent of a 45-day average cash requirement as part of the 2014 Bond Covenant. Cash projection as of May 1, 2017 shows that some schools will need a cash transfers at close of FY 2016-17 to maintain positive ending balances.

Budget Implications

N/A

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

N/A

Name of Staff Originator:

Nanie Montijo, CFO

Attachments:

Cash Flow Projection as of May 15, 2017

Magnolia Public Schools
Cash Balances
Projected 6/30/17

	MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	Total
Total Bank (6/30/2017)	176,914	652,529	590,604	50,955	613,880	730,014	465,357	505,886	846,872	646,606	495,278	**5,774,895**
Restricted												
Prop 39 Clean Energy	-	58,876	54,436	54,341	52,408	53,216	51,109	52,741	57,367	51,190	51,854	**537,538**
Prop 1D Facilities	-	-	-	-	-	-	-	-	-	-	106,607	**106,607**
Educator Effectiveness (as of 3/31)	-	30,234	25,585	24,442	11,578	10,182	13,199	8,546	25,139	14,142	16,600	**179,647**
College Readiness (as of 4/30/17)	-	47,001	46,711	45,596	46,299	-	-	-	-	34,495	-	**220,102**
Total Restricted Cash	**-**	**136,111**	**126,732**	**124,379**	**110,285**	**63,398**	**64,308**	**61,287**	**82,506**	**99,827**	**175,061**	**1,043,894**
Unrestricted Cash	176,914	516,418	463,872	(73,424)	503,595	666,616	401,049	444,600	764,366	546,779	320,217	4,731,001
5% Reserve (45 days MSA-1)	315,179	962,328	272,033	289,493	105,953	106,856	90,131	184,770	273,082	354,739	186,555	**3,141,120**
Available Cash	(138,264)	(309,800)	191,839	(362,918)	397,642	559,760	310,917	259,830	491,284	192,040	133,663	**1,725,992**
Intercompany Loan	138,264	309,800	-	494,540	(200,000)	(238,264)	(100,000)	(194,540)	(209,800)	-	-	**-**

Cover Sheet

Enrollment Update

Section:	VI. Information Items
Item:	A. Enrollment Update
Purpose:	Discuss
Submitted by:	
Related Material:	VI. A Enrollment Update.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda VI. A
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Alfredo, Chief External Officer
RE:	Enrollment Numbers for 17-18'

Proposed Board Recommendation

Information item, no actions required.

Background

2017-18 Enrollment Update (6/05/17)
The home office has been working with the schools to meet targeted enrollment numbers in preparation for the 17-18' school year. These enrollment figures are based on completed enrollment packets received and "Intent to return" forms submitted by parents who have committed to come back for the 17-18' school year. We will continue to monitor and support all schools to reach and exceed their enrollment numbers in order to maximize the funding all school communities have accessible for our students and families.

Budget Implications

- These enrollment numbers and future projections are being used to calculate the 2017-18 preliminary budget for all of MPS.

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

- Final enrollment figures on census day (October 17') will determine funding for all of MPS.

Name of Staff Originator:

Alfredo Rubalcava, Chief External Officer

Exhibits (attachments):
 17-18' Enrollment word document.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

Enrollments as of June 5, 2017

MSA-1

	Budgeted Enrollment	Current Enrollment	Difference
Series1	540	571	31

MSA-2

	Budgeted Enrollment	Current Enrollment	Difference
Series1	485	495	10

MSA-3

	Budgeted Enrollment	Current Enrollment	Difference
Series1	460	453	-7

MSA-4

	Budgeted Enrollment	Current Enrollment	Difference
Series1	193	177	-16

MSA-5

	Budgeted Enrollment	Current Enrollment	Difference
Series1	210	243	33

MSA-6

	Budgeted Enrollment	Current Enrollment	Difference
Series1	174	159	-15

MSA-7

	Budgeted Enrollment	Current Enrollment	Difference
Series1	295	306	11

MSA-8

	Budgeted Enrollment	Current Enrollment	Difference
Series1	495	416	-79

MSA-Santa Ana

	Budgeted Enrollment	Current Enrollment	Difference
Series1	812	747	-65

MSA-San Diego

	Budgeted Enrollment	Current Enrollment	Difference
Series1	450	423	-27

Cover Sheet

Finance Update- April Financials

Section: VI. Information Items
Item: B. Finance Update- April Financials
Purpose: Discuss
Submitted by:
Related Material: VI. B April'17 Financials.pdf

edtec

**Business and Development Specialists
for Charter Schools**

MEMORANDUM

TO: Caprice Young, CEO, Magnolia Public Schools
FROM: EdTec
SUBJECT: April 2017 Financial Presentation
DATE: 05/24/17

SUMMARY OF RESULTS – CURRENT FORECAST VS. PREVIOUS FORECAST

MAGNOLIA PUBLIC SCHOOLS - CONSOLIDATED
Board Approved Budget vs. Current Forecast

	Approved Budget July/Sept 2016	Approved Budget February 9th	Previous Forecast	Budget Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
SUMMARY						
Revenue						
LCFF Entitlement	33,973,830	34,523,569	34,548,951	34,461,399	(87,552)	(62,170)
Federal Revenue	3,351,379	4,434,404	4,210,050	4,257,318	47,268	(177,086)
Other State Revenues	4,188,588	5,466,121	5,494,642	5,467,228	(27,414)	1,107
Local Revenues	6,682,886	7,080,455	7,122,608	7,124,075	1,468	43,621
Fundraising and Grants	382,518	386,755	409,393	421,620	12,227	34,866
Total Revenue	**48,579,200**	**51,891,304**	**51,785,644**	**51,731,641**	**(54,004)**	**(159,663)**
Expenses						
Compensation and Benefits (excl adjustment)	25,599,982	26,871,597	26,769,664	26,780,755	(11,091)	90,842
Books and Supplies	3,270,502	3,780,627	4,033,532	4,042,982	(9,451)	(262,356)
Services and Other Operating Expenditures	17,681,744	18,434,384	18,547,365	18,596,497	(49,133)	(162,114)
Depreciation	823,259	804,525	804,525	804,902	(377)	(377)
Total Expenses	**47,375,486**	**49,891,132**	**50,155,086**	**50,225,137**	**(70,051)**	**(334,005)**
Operating Income Before One-Time Adjustment	**1,203,714**	**2,000,172**	**1,630,559**	**1,506,504**	**(124,055)**	**(493,668)**
One-Time Compensation Adjustment		(1,101,603)	(1,101,603)	(1,101,603)		
Operating Income (including adjustment)		**898,569**	**528,956**	**404,901**		
Fund Balance						
Beginning Balance (Unaudited)	20,766,592	20,749,323	20,749,323	20,749,323		
Audit Adjustment	284,225	(127,921)	(127,921)	(127,921)		
Beginning Balance (Audited)	21,050,817	20,621,401	20,621,401	20,621,401		
Operating Income (including Depreciation)	1,203,714	2,000,172	528,956	404,901		
Ending Fund Balance	**22,254,531**	**23,050,989**	**21,150,357**	**21,026,302**		
Capital Outlay	**13,743,061**	**1,050,224**	**841,899**	**859,549**		
Total ADA	3679.5	3721.1	3718.3	3710.0	(8.2)	(11.1)

	2016/17 Current Forecast MSA-1	2016/17 Current Forecast MSA-2	2016/17 Current Forecast MSA-3	2016/17 Current Forecast MSA-4	2016/17 Current Forecast MSA-5	2016/17 Current Forecast MSA-6	2016/17 Current Forecast MSA-7	2016/17 Current Forecast MSA-8	2016/17 Current Forecast MSA-SA	2016/17 Current Forecast MSA-SD	2016/17 Current Forecast MSA-SC	2016/17 Current Forecast MERF	2016/17 Current Forecast - Total
SUMMARY													
Revenue													
LCFF Entitlement	5,295,664	4,231,885	4,249,844	1,825,155	1,650,101	1,549,755	2,588,482	4,522,135	5,516,915	3,031,463	-	-	34,461,399
Federal Revenue	1,215,937	436,284	493,878	250,282	224,838	166,735	288,855	308,278	766,482	105,749	-	-	4,257,318
Other State Revenues	1,158,092	535,679	683,539	266,779	195,813	258,506	629,151	633,323	577,993	528,352	-	-	5,467,228
Local Revenues	104,374	93,650	47,039	28,311	177,691	17,313	77,220	52,938	22,441	88,597	-	6,414,502	7,124,075
Fundraising and Grants	69,360	27,722	19,046	19,228	632	13,583	25,000	20,000	45,744	31,307	-	150,000	421,620
Total Revenue	**7,843,427**	**5,325,221**	**5,493,345**	**2,389,755**	**2,249,075**	**2,005,892**	**3,608,708**	**5,536,674**	**6,929,574**	**3,785,468**	**-**	**6,564,502**	**51,731,641**
Expenses													
Compensation and Benefits (excl adjustment)	3,542,424	2,966,521	3,158,626	1,167,494	1,093,285	1,028,502	1,582,978	2,708,842	3,759,959	2,207,384	-	3,564,740	26,780,755
Books and Supplies	647,387	458,104	426,976	120,875	250,882	161,576	301,250	419,657	987,499	183,955	-	84,820	4,042,982
Services and Other Operating Expenditures	2,877,380	1,836,709	2,018,236	747,989	698,855	564,700	1,643,545	2,128,182	2,187,069	1,239,823	-	2,654,010	18,596,497
Depreciation	146,166	53,602	19,096	15,656	4,774	28,726	37,295	84,873	373,813	39,460	-	1,440	804,902
Total Expenses	**7,213,357**	**5,314,938**	**5,622,934**	**2,052,014**	**2,047,796**	**1,783,503**	**3,565,067**	**5,341,554**	**7,308,341**	**3,670,622**	**-**	**6,305,010**	**50,225,137**
Operating Income Before One-Time Adjustment	**630,070**	**10,283**	**(129,589)**	**337,740**	**201,279**	**222,389**	**43,641**	**195,120**	**(378,767)**	**114,845**	**-**	**259,492**	**1,506,504**
One-Time Compensation Adjustment	(198,362)	(164,349)	(186,030)	(82,695)	(66,305)	(47,852)	(89,982)	(120,965)	(45,129)	(99,934)	-	-	(1,101,603)
Operating Income (including adjustment)	**431,708**	**(154,066)**	**(315,619)**	**255,045**	**134,974**	**174,537**	**(46,341)**	**74,155**	**(423,896)**	**14,911**	**-**	**259,492**	**404,901**
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)	(61,339)	8,244	(90,501)	7,820	960	(791)	284,225	(127,921)
Beginning Balance (Audited)	3,160,413	1,140,950	975,422	662,491	1,077,516	945,437	947,353	2,970,847	8,298,921	1,174,581	(731,580)	(950)	20,621,401
Operating Income (including Depreciation)	431,708	(154,066)	(315,619)	255,045	134,974	174,537	(46,341)	74,155	(423,896)	14,911	-	259,492	404,901
Ending Fund Balance	**3,592,121**	**986,884**	**659,803**	**917,537**	**1,212,490**	**1,119,974**	**901,012**	**3,045,002**	**7,875,025**	**1,189,492**	**(731,580)**	**258,542**	**21,026,302**
Ending Fund Balance as a % of Expenses	*50%*	*19%*	*12%*	*45%*	*59%*	*63%*	*25%*	*57%*	*108%*	*32%*		*4%*	*42%*
Captial Outlay	540,000	14,982	-	-	27,793	-	77,650	84,000	115,124	-	-	-	*859,549*
Total ADA	**520.37**	**434.84**	**433.41**	**186.54**	**176.28**	**171.19**	**283.09**	**485.65**	**610.73**	**407.92**	**0.00**	**0.00**	**3,710**

Consolidated Net Income before one-time compensation adjustments* is forecasted for the year at **$1,506,504**. Net income, adjusted for one-time compensation expense correction is **$404,901**. This is a $493,668 decrease from the board approved budget and a $124,055 decrease from the previous forecast

*During this current year, Magnolia is recognizing an additional month of payroll and related benefits due to an accounting change based on the reporting method recommended by the auditors. This results in additional one-time expenses being recognized in the current year.

The main drivers of the changes from previous forecast are:

- Reduction in ADA of 8.2, resulting in a $87.5K decrease in LCFF

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ACCOMPLISHMENTS

- Budget drafts for 17-18
- LCAP for 17-18
- Uncategorized revenue was $3,056 and uncategorized expense was $12,529. Items will be cleared in May as backup was not received.

OPPORTUNITIES AND RISKS

MSA-1 Charter School Facility Incentive Grant (CSFIG) *(possible at risk -$1,500,000)*

MSA-1 received the 3-year grant and will receive $500,000 each year starting in 16-17. MSA-1 needs to expend $500,000 by June 30, 2017 on construction to receive the full award. If not, then the revenue will be lower and have a negative impact on the operating income. Finance and facilities have worked to identify eligible expenses that can be reimbursed. As of May 1st, MSA-1 has processed $75,222.30 in eligible reimbursable expenses under this grant.

Expense Risks – MERF Approved Budget (financial impact unknown)

Legal expenses are currently tracking higher than originally expected due to OIG related concerns, and there is risk of exceeding budget in this line item.

Payroll/Paycom:

Hourly Employees & Benefits (financial impact unknown)

Hourly employees at school sites were found to be exceeding the 29-hour limit, which will make them eligible for health & welfare benefits. HR is reconciling which employees will need to receive benefits and EdTec will analyze the fiscal impact on FY16-17 once received. Per the CFO, controls are now in place to ensure proper tracking of such employees and addition of benefits when eligible.

Paycom Voids and Corrections ($0)

Employees enrolled in STRS had social security tax incorrectly deducted from paychecks. Paycom voided these entries and corrected payment to employee, but no manual check was entered to offset the void. Consequently, while employees were paid the correct amount, their earnings are understated in Paycom (and consequently, their 2016 W2s). HR and Paycom working to reconcile and adjust earnings of the four employees affected.

STRS/PERS Corrections (financial impact unknown)
MPS management believes there may be prior year STRS and PERS eligibility inaccuracies which, when corrected, would result in additional expense for the organization. Further analysis is

needed to determine the order of magnitude of this potential liability. Any known errors related to current year eligibility or rate variances have been corrected. MERF has secured a consultant to do the analysis. Amounts have been included in the FY17-18 budgets for each site for the estimated cost of this consulting.

EMERGENCY CHECK REQUEST TRACKING

Site	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Trend
MERF	10	10	7	2	1	3	3	4	2	2	
MSA-1	8	2	8	1	1	1	2	9	0	2	
MSA-2	17	8	12	2	1	0	1	1	1	0	
MSA-3	2	3	9	5	3	12	4	6	1	0	
MSA-4	0	1	16	0	0	0	1	2	0	0	
MSA-5	0	1	5	0	0	0	0	2	0	1	
MSA-6	0	1	0	0	0	0	0	0	0	1	
MSA-7	6	2	2	1	0	1	0	0	0	3	
MSA-8	2	2	21	1	0	0	1	4	0	0	
MSA-SA	13	9	10	5	2	1	1	4	2	2	
MSA-SD	11	13	1	1	3	3	3	5	2	2	
Total	69	52	91	18	11	21	16	37	8	13	

Emergency check requests have increased 63% since March. ECRs were less than 20 (13 total), so no additional charge was incurred.

CASH FLOW SUMMARY

Consolidated Cash Flow

9,136,054

5,774,895

Excluding Santa Ana Facility — — Forecast —— Actual
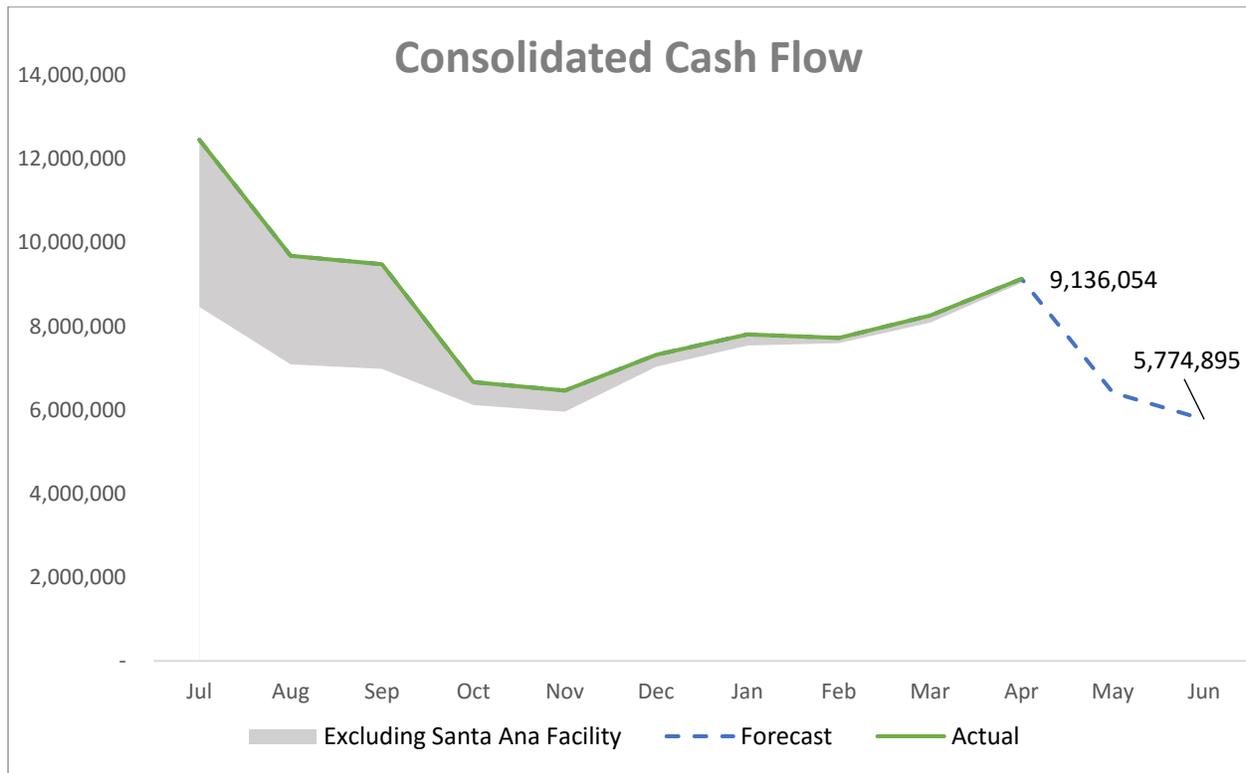
The ending cash balance at 04/30 was $9,136,054, where $95,590 was restricted Prop 1D money for MSA-Santa Ana. Projected ending cash balance at 6/30 is $5,774,895.

Cash Flow Notes

- Assumes no bridge loan to finance construction through June.
- MERF has received CMO fees through June (excluding MSA-3 and MSA-SA) to maintain a positive cash balance.
- MERF will need an intercompany loan (which was approved by the board in February) to pay off the state aid overpayment for MSA-SC.

MAGNOLIA SCIENCE ACADEMY - 1

SUMMARY	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
Revenue							
LCFF Entitlement	4,042,699	5,251,881	5,305,480	5,280,549	5,295,664	15,115	(9,816)
Federal Revenue	422,124	695,788	1,202,884	1,215,445	1,215,937	492	13,053
Other State Revenues	909,240	898,245	1,158,352	1,159,875	1,158,092	(1,783)	(260)
Local Revenues	104,082	60,107	84,550	104,374	104,374	-	19,824
Fundraising and Grants	49,523	56,000	69,360	69,360	69,360	-	-
Total Revenue	**5,527,667**	**6,962,021**	**7,820,626**	**7,829,603**	**7,843,427**	**13,825**	**22,801**
Expenses							
Compensation and Benefits (excl adjustment)	3,059,518	3,362,064	3,562,432	3,541,394	3,542,424	(1,030)	20,008
Books and Supplies	405,921	539,025	647,387	647,387	647,387	-	-
Services and Other Operating Expenditures	2,185,269	2,727,983	2,929,102	2,882,145	2,877,380	4,765	51,723
Depreciation	151,470	181,768	146,166	146,166	146,166	-	-
Total Expenses	**5,802,178**	**6,810,840**	**7,285,087**	**7,217,092**	**7,213,357**	**3,736**	**71,730**
Operating Income Before One-Time Adjustment	**(274,510)**	**151,181**	**535,539**	**612,510**	**630,070**	**17,560**	**94,532**
One-Time Compensation Adjustment			(198,362)	(198,362)	(198,362)		
Operating Income (including adjustment)			**337,177**	**414,148**	**431,708**		
Fund Balance							
Beginning Balance (Unaudited)	3,197,834	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	3,197,834	3,160,413	3,160,413		
Operating Income (including Depreciation)	(274,510)	151,181	535,539	414,148	431,708		
Ending Fund Balance	**2,885,903**	**3,349,015**	**3,733,373**	**3,574,561**	**3,592,121**		
Capital Outlay	**102,554**	**100,000**	**540,000**	**540,000**	**540,000**		
Total ADA		518.2	522.1	518.6	520.4	1.8	(1.7)

SUMMARY OF RESULTS

Forecasting a net income of **$630,070** before one-time adjustments and net income of $431,708 including adjustments; this is an increase of $17,560 from the previous forecast.

VARIANCE ANALYSIS

LCFF Entitlement $15,115
P-2 ADA increased; ADA was 1.8 higher than the forecast, resulting in a $15K increase to LCFF.

Federal Revenue $492
ADA adjustment resulted in a $339 increase to special education funding. Prior year federal revenue for Title III FY14-15 and FY15-16 immigrant funding for $153 was not accrued.

Other State Revenues (-$1,783)
Prior year state revenue increased $608 for lottery not accrued. ADA increase resulted in combined a $1.3K increase to special education and state lottery. Mandated cost reimbursements decreased $3.7K to match apportionment schedule.

Compensation and Benefits (-$1,030)
Increased the forecasted hours for two classified employees to match the average actuals hours worked through April.

Services and Operating $4,765

Receivable sale fees of $5K removed from forecast as MPS will likely not pursue bridge financing based on the updated draw schedule. District oversight fees and special education encroachment increased $417 due to ADA increase.

MAGNOLIA SCIENCE ACADEMY - 2

SUMMARY	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
Revenue							
LCFF Entitlement	3,281,036	4,518,778	4,295,058	4,191,167	4,231,885	40,718	(63,173)
Federal Revenue	305,390	344,735	522,541	436,287	436,284	(2)	(86,257)
Other State Revenues	423,389	355,213	544,067	534,158	535,679	1,521	(8,388)
Local Revenues	71,427	93,069	77,280	93,650	93,650	-	16,370
Fundraising and Grants	22,152	25,000	27,722	27,722	27,722	-	-
Total Revenue	**4,103,394**	**5,336,795**	**5,466,669**	**5,282,984**	**5,325,221**	**42,237**	**(141,448)**
Expenses							
Compensation and Benefits (excl adjustment)	2,571,331	2,987,228	2,938,373	2,966,521	2,966,521	-	(28,148)
Books and Supplies	405,751	259,858	451,104	458,104	458,104	-	(7,000)
Services and Other Operating Expenditures	1,416,367	1,903,069	1,848,804	1,835,250	1,836,709	(1,460)	12,095
Depreciation	28,330	34,000	53,602	53,602	53,602	-	-
Total Expenses	**4,421,779**	**5,184,155**	**5,291,884**	**5,313,478**	**5,314,938**	**(1,460)**	**(23,054)**
Operating Income Before One-Time Adjustment	**(318,385)**	**152,640**	**174,785**	**(30,494)**	**10,283**	**40,777**	**(164,502)**
One-Time Compensation Adjustment			(164,349)	(164,349)	(164,349)		
Operating Income (including adjustment)			**10,436**	**(194,843)**	**(154,066)**		
Fund Balance							
Beginning Balance (Unaudited)	1,210,746	1,210,746	1,210,746	1,210,746	1,210,746		
Audit Adjustment	(69,796)	-	-	(69,796)	(69,796)		
Beginning Balance (Audited)	1,140,950	1,210,746	1,210,746	1,140,950	1,140,950		
Operating Income (including Depreciation)	(318,385)	152,640	174,785	(194,843)	(154,066)		
Ending Fund Balance	**822,565**	**1,363,386**	**1,385,531**	**946,107**	**986,884**		
Capital Outlay	**14,982**	**20,000**	**14,982**	**14,982**	**14,982**		
Total ADA		470.0	442.0	430.4	434.8	4.5	(7.1)

SUMMARY OF RESULTS

Forecasting a net income of **$10,283** before one-time adjustments and ($154,066) including adjustments; this is an increase of $40,777 from the previous forecast.

VARIANCE ANALYSIS

LCFF Entitlement $40,718
P-2 ADA increased; ADA was 4.5 higher than the forecast, resulting in a $40K increase to LCFF.

Other State Revenues $1,521
Prior year state revenue increased $548 for lottery not accrued. ADA increase resulted in combined a $3.3K increase to special education and state lottery. Mandated cost reimbursements decreased $2K to match apportionment schedule.

Services and Operating (-$1,460)
School program expenses for academic competitions and others increased $375 to match actual expenditures. District oversight fees and special education encroachment increased $1K due to ADA increase.

MAGNOLIA SCIENCE ACADEMY -3

SUMMARY	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
Revenue							
LCFF Entitlement	3,324,337	4,245,387	4,352,807	4,335,185	4,249,844	(85,341)	(102,963)
Federal Revenue	358,812	574,033	493,745	495,466	493,878	(1,588)	133
Other State Revenues	554,700	694,406	879,335	691,766	683,539	(8,227)	(195,796)
Local Revenues	48,164	24,785	40,114	46,402	47,039	637	6,924
Fundraising and Grants	13,088	19,018	19,018	19,046	19,046	-	28
Total Revenue	**4,299,100**	**5,557,629**	**5,785,019**	**5,587,864**	**5,493,345**	**(94,519)**	**(291,674)**
Expenses							
Compensation and Benefits (excl adjustment)	2,710,141	2,812,109	3,184,511	3,159,823	3,158,626	1,197	25,885
Books and Supplies	324,768	454,542	401,887	417,526	426,976	(9,451)	(25,089)
Services and Other Operating Expenditures	1,467,162	1,935,913	2,087,914	2,019,118	2,018,236	882	69,678
Depreciation	10,000	12,000	19,096	19,096	19,096	-	-
Total Expenses	**4,512,070**	**5,214,564**	**5,693,409**	**5,615,563**	**5,622,934**	**(7,371)**	**70,474**
Operating Income Before One-Time Adjustment	**(212,970)**	**343,065**	**91,611**	**(27,699)**	**(129,589)**	**(101,890)**	**(221,200)**
One-Time Compensation Adjustment			(186,030)	(186,030)	(186,030)		
Operating Income (including adjustment)			**(94,419)**	**(213,729)**	**(315,619)**		
Fund Balance							
Beginning Balance (Unaudited)	976,777	976,777	976,777	976,777	976,777		
Audit Adjustment	(1,355)	-	-	(1,355)	(1,355)		
Beginning Balance (Audited)	975,422	976,777	976,777	975,422	975,422		
Operating Income (including Depreciation)	(212,970)	343,065	91,611	(213,729)	(315,619)		
Ending Fund Balance	**762,452**	**1,319,842**	**1,068,388**	**761,693**	**659,803**		
Capital Outlay	**-**	**70,000**	**70,000**	**-**	**-**		
Total ADA		434.3	443.9	441.9	433.4	(8.5)	(10.5)

SUMMARY OF RESULTS

Forecasting an operating loss of (**$127,219)** before one-time adjustments and operating loss of ($313,249) including adjustments; this is decrease of $99,520 from the previous forecast.

VARIANCE ANALYSIS

LCFF Entitlement (-$85,341)
P-2 ADA decreased; ADA was 8.5 lower than the forecast, resulting in a $85K decrease to LCFF.

Federal Revenue (-$1,558)
ADA adjustment resulted in a decrease to special education funding.

Other State Revenues (-$8,227)
Prior year state revenue increased $510 for lottery not accrued. ADA decrease resulted in combined a $6K decrease to special education and state lottery. Mandated cost reimbursements match actual apportionment; decrease of $2K.

Other Local Revenue $637
Food service sales increased to match actual revenues.

Compensation and Benefits $1,197

An employee forecasted to receive STRS is receiving PERS. PERS has a higher rate, resulting in $140 increase to forecast. In addition, that employee now pays social security tax, increasing the forecast $1,057 for OASDI.

Books and Supplies (-$9,451)

Instructional materials ($7k), non-instructional materials ($1k), and classroom furniture ($1K) exceeded budget and increased to match actuals.

Services and Operating $882

Other professional service expenses over budget, increased $1K to match actuals. District oversight fees and special education encroachment decreased $2K due to ADA decrease.

MAGNOLIA SCIENCE ACADEMY - 4

	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
SUMMARY							
Revenue							
LCFF Entitlement	1,377,439	1,772,032	1,818,445	1,826,729	1,825,155	(1,574)	6,710
Federal Revenue	144,395	252,308	247,687	250,316	250,282	(34)	2,595
Other State Revenues	195,507	141,453	267,852	273,092	266,779	(6,312)	(1,073)
Local Revenues	28,110	20,867	22,430	27,978	28,311	333	5,880
Fundraising and Grants	19,228	10,000	12,374	12,374	19,228	6,854	6,854
Total Revenue	**1,764,678**	**2,196,660**	**2,368,788**	**2,390,488**	**2,389,755**	**(734)**	**20,966**
Expenses							
Compensation and Benefits (excl adjustment)	987,322	1,172,519	1,212,821	1,167,494	1,167,494	-	45,326
Books and Supplies	86,809	158,736	132,807	120,875	120,875	0	11,932
Services and Other Operating Expenditures	508,809	667,206	701,330	747,989	747,989	(0)	(46,659)
Depreciation	7,680	9,221	15,656	15,656	15,656	-	-
Total Expenses	**1,590,620**	**2,007,682**	**2,062,614**	**2,052,014**	**2,052,014**	**(0)**	**10,599**
Operating Income Before One-Time Adjustment	**174,059**	**188,978**	**306,175**	**338,474**	**337,740**	**(734)**	**31,565**
One-Time Compensation Adjustment			(82,695)	(82,695)	(82,695)		
Operating Income (including adjustment)			**223,480**	**255,779**	**255,045**		
Fund Balance							
Beginning Balance (Unaudited)	763,641	567,722	567,722	763,641	763,641		
Audit Adjustment	(101,149)	-	-	(101,149)	(101,149)		
Beginning Balance (Audited)	662,491	567,722	567,722	662,491	662,491		
Operating Income (including Depreciation)	174,059	188,978	306,175	255,779	255,045		
Ending Fund Balance	**836,550**	**756,700**	**873,897**	**918,270**	**917,537**		
Capital Outlay	-	-	-	-	-		
Total ADA		180.5	186.2	186.7	186.5	(0.2)	0.3

SUMMARY OF RESULTS

Forecasting a net income of **$337,740** before one-time adjustments and a net income of $255,045 including adjustments; this is a decrease of $745 from the previous forecast.

VARIANCE ANALYSIS

LCFF Entitlement (-$1,574)
P-2 ADA decreased; ADA was 0.2 lower than the forecast, resulting in a $1.5K decrease to LCFF.

Other State Revenues (-$6,312)
Prior year state revenue decreased for lottery adjustment of -$4.6K. ADA decrease resulted in combined a $100 decrease to special education and state lottery. Mandated cost reimbursements match actual apportionment; decrease of $1K.

Other Local Revenue $333
Food service sales increased to match actual revenues

Donations/Fundraising $6,854
Donations and fundraising has exceeded the budget and increased to match actuals.

MAGNOLIA SCIENCE ACADEMY -5

SUMMARY	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
Revenue							
LCFF Entitlement	1,231,469	1,539,136	1,660,532	1,663,687	1,650,101	(13,586)	(10,431)
Federal Revenue	95,308	176,079	164,096	174,448	224,838	50,390	60,742
Other State Revenues	158,165	150,386	177,416	198,965	195,813	(3,151)	18,397
Local Revenues	35,213	11,120	178,813	177,193	177,691	498	(1,123)
Fundraising and Grants	632	500	500	500	632	132	132
Total Revenue	**1,520,786**	**1,877,220**	**2,181,357**	**2,214,792**	**2,249,075**	**34,283**	**67,718**
Expenses							
Compensation and Benefits (excl adjustment)	936,040	1,064,348	1,152,508	1,093,285	1,093,285	-	59,222
Books and Supplies	103,586	185,900	171,607	250,882	250,882	-	(79,275)
Services and Other Operating Expenditures	489,381	594,065	655,357	648,703	698,855	(50,152)	(43,498)
Depreciation	14,330	17,201	4,774	4,774	4,774	-	-
Total Expenses	**1,543,337**	**1,861,515**	**1,984,245**	**1,997,644**	**2,047,796**	**(50,152)**	**(63,550)**
Operating Income Before One-Time Adjustment	**(22,551)**	**15,706**	**197,112**	**217,148**	**201,279**	**(15,869)**	**4,167**
One-Time Compensation Adjustment			(66,305)	(66,305)	(66,305)		
Operating Income (including adjustment)			**130,807**	**150,843**	**134,974**		
Fund Balance							
Beginning Balance (Unaudited)	1,144,335	951,134	951,134	1,144,335	1,144,335		
Audit Adjustment	(66,819)	-	-	(66,819)	(66,819)		
Beginning Balance (Audited)	1,077,516	951,134	951,134	1,077,516	1,077,516		
Operating Income (including Depreciation)	(22,551)	15,706	197,112	150,843	134,974		
Ending Fund Balance	**1,054,965**	**966,840**	**1,148,246**	**1,228,360**	**1,212,490**		
Capital Outlay	**17,301**	**-**	**27,793**	**27,793**	**27,793**		
Total ADA		168.9	177.7	177.7	176.3	(1.4)	(1.4)

SUMMARY OF RESULTS

Forecasting a net income of **$201,279** before one-time adjustments and a net income of $134,974 including adjustments; this is a decrease of $15,869 from the previous forecast.

VARIANCE ANALYSIS

LCFF Entitlement (-$13,586)
P-2 ADA decreased; ADA was 1.4 lower than the forecast, resulting in a $13.5K decrease to LCFF.

Federal Revenue $50,390
ADA adjustment resulted in a $266 decrease to special education funding. Prior year federal revenue for Title I that needed to be paid back was shifted from a negative revenue to expenses (prior year expense, not accrued) for $50K. The $50K shift had 0 net impact on overall forecast.

Other State Revenues (-$3,151)
Prior year state revenue decreased for lottery adjustment of -$2K. ADA decrease resulted in combined a $1K decrease to special education and state lottery.

Other Local Revenue $498
Other local revenue increased to match actuals.

Donations/Fundraising $132
Donations and fundraising has exceeded the budget and increased to match actuals.

Services and Operating $50,152
$50K was shifted from prior year federal revenue to prior year expenses (not accrued). Zero net impact on overall forecast.

MAGNOLIA SCIENCE ACADEMY – 6

SUMMARY	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
Revenue							
LCFF Entitlement	1,184,341	1,575,467	1,518,270	1,544,231	1,549,755	5,524	31,485
Federal Revenue	110,813	137,828	161,359	166,606	166,735	129	5,376
Other State Revenues	185,182	214,078	253,252	257,801	258,506	706	5,254
Local Revenues	13,193	14,120	10,512	17,313	17,313	-	6,801
Fundraising and Grants	13,583	10,000	11,100	13,583	13,583	-	2,483
Total Revenue	**1,507,111**	**1,951,493**	**1,954,494**	**1,999,533**	**2,005,892**	**6,359**	**51,399**
Expenses							
Compensation and Benefits (excl adjustment)	867,816	965,253	1,035,074	1,045,019	1,028,502	16,517	6,573
Books and Supplies	108,264	110,183	154,776	161,576	161,576	-	(6,800)
Services and Other Operating Expenditures	404,158	575,774	555,450	548,543	564,700	(16,157)	(9,250)
Depreciation	5,307	6,368	28,726	28,726	28,726	-	-
Total Expenses	**1,385,544**	**1,657,578**	**1,774,026**	**1,783,864**	**1,783,503**	**361**	**(9,478)**
Operating Income Before One-Time Adjustment	**121,567**	**293,915**	**180,468**	**215,670**	**222,389**	**6,719**	**41,921**
One-Time Compensation Adjustment			(47,852)	(47,852)	(47,852)		
Operating Income (including adjustment)			**132,616**	**167,818**	**174,537**		
Fund Balance							
Beginning Balance (Unaudited)	1,006,776	938,327	938,327	1,006,776	1,006,776		
Audit Adjustment	(61,339)	-	-	(61,339)	(61,339)		
Beginning Balance (Audited)	945,437	938,327	938,327	945,437	945,437		
Operating Income (including Depreciation)	121,567	293,915	180,468	167,818	174,537		
Ending Fund Balance	**1,067,004**	**1,232,242**	**1,118,795**	**1,113,255**	**1,119,974**		
Capital Outlay	**-**	**20,000**	**-**	**-**	**-**		
Total ADA		173.7	167.9	170.5	171.2	0.7	3.3

SUMMARY OF RESULTS

Forecasting a net income of **$222,389** before one-time adjustments and a net income of $174,537 including adjustments; this is an increase of $6,719 from the previous forecast.

VARIANCE ANALYSIS

LCFF Entitlement $5,524
P-2 ADA increased; ADA was 0.7 higher than the forecast, resulting in a $5.5K increase to LCFF.

Federal Revenue $129
ADA adjustment resulted in a $129 increase to special education funding.

Other State Revenues $706
Prior year state revenue increased $201 for lottery not accrued. ADA increase resulted in combined a $505 increase to special education and state lottery.

Compensation and Benefits $16,517
One teacher is on maternity leave and another teacher position left. There is a corresponding increase to substitute costs.

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Services and Operating (-$16,157)

$16K increase in substitute costs to cover the costs of the two teaching positions that left. District oversight fees and special education encroachment increased $157 due to ADA increase.

MAGNOLIA SCIENCE ACADEMY - 7

SUMMARY	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
Revenue							
LCFF Entitlement	1,996,965	2,671,595	2,599,553	2,609,584	2,588,482	(21,102)	(11,071)
Federal Revenue	177,680	346,072	421,493	289,293	288,855	(438)	(132,637)
Other State Revenues	515,206	578,580	622,567	630,540	629,151	(1,389)	6,584
Local Revenues	61,184	54,198	71,193	77,220	77,220	-	6,026
Fundraising and Grants	13,800	50,000	25,000	25,000	25,000	-	-
Total Revenue	**2,764,836**	**3,700,444**	**3,739,806**	**3,631,637**	**3,608,708**	**(22,929)**	**(131,098)**
Expenses							
Compensation and Benefits (excl adjustment)	1,352,462	1,710,715	1,633,722	1,606,814	1,582,978	23,837	50,744
Books and Supplies	217,240	333,447	306,250	301,250	301,250	-	5,000
Services and Other Operating Expenditures	1,266,716	1,557,568	1,626,862	1,627,099	1,643,545	(16,446)	(16,682)
Depreciation	37,522	45,027	36,918	36,918	37,295	(377)	(377)
Total Expenses	**2,873,940**	**3,646,756**	**3,603,752**	**3,572,081**	**3,565,067**	**7,014**	**38,685**
Operating Income Before One-Time Adjustment	**(109,104)**	**53,688**	**136,054**	**59,556**	**43,641**	**(15,915)**	**(92,413)**
One-Time Compensation Adjustment			(89,982)	(89,982)	(89,982)		
Operating Income (including adjustment)			**46,072**	**(30,426)**	**(46,341)**		
Fund Balance							
Beginning Balance (Unaudited)	939,109	922,760	922,760	939,109	939,109		
Audit Adjustment	8,244	-	-	8,244	8,244		
Beginning Balance (Audited)	947,353	922,760	922,760	947,353	947,353		
Operating Income (including Depreciation)	(109,104)	53,688	136,054	(30,426)	(46,341)		
Ending Fund Balance	**838,249**	**976,448**	**1,058,814**	**916,927**	**901,012**		
Capital Outlay	**17,650**	**60,000**	**198,325**	**60,000**	**77,650**		
Total ADA		291.4	284.7	285.4	283.1	(2.3)	(1.6)

SUMMARY OF RESULTS

Forecasting a net income of **$43,641** before one-time adjustments and an operating loss of ($46,341) including adjustments; this is a decrease of $15,915 from the previous forecast.

VARIANCE ANALYSIS

LCFF Entitlement (-$21,102)
P-2 ADA decreased; ADA was 2.3 lower than the forecast, resulting in a $21K decrease to LCFF.

Federal Revenue (-$438)
ADA adjustment resulted in a $438 decrease to special education funding.

Other State Revenues (-$1,389)
Prior year state revenue increased $319 for lottery not accrued. ADA decrease resulted in combined a $1.7K decrease to special education and state lottery.

Compensation and Benefits $23,837
A teacher on maternity leave has decided not to return, resulting in a decrease in compensation and benefits, but a corresponding increase to substitute expenses. A part time resource teacher has still not been hired, and the position was prorated to June (in case this position is filled early).

Services and Operating (-$16,446)

Substitute expense increased $17K to cover the cost of the teacher that will not return from maternity leave. District oversight fees and special education encroachment decreased $554 due to ADA decrease.

MAGNOLIA SCIENCE ACADEMY - 8

SUMMARY	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
Revenue							
LCFF Entitlement	3,451,869	4,438,632	4,440,491	4,527,716	4,522,135	(5,581)	81,644
Federal Revenue	267,115	296,081	297,469	308,387	308,278	(109)	10,809
Other State Revenues	535,690	508,978	620,258	633,188	633,323	134	13,065
Local Revenues	52,938	90,229	70,411	52,938	52,938	-	(17,473)
Fundraising and Grants	18,851	20,000	20,000	20,000	20,000	-	-
Total Revenue	**4,326,464**	**5,353,920**	**5,448,629**	**5,542,230**	**5,536,674**	**(5,556)**	**88,045**
Expenses							
Compensation and Benefits (excl adjustment)	2,278,237	2,842,777	2,701,941	2,688,885	2,708,842	(19,957)	(6,901)
Books and Supplies	193,511	297,700	420,157	419,657	419,657	-	500
Services and Other Operating Expenditures	1,474,296	2,081,816	2,142,840	2,128,318	2,128,182	137	14,658
Depreciation	56,797	68,156	84,873	84,873	84,873	-	-
Total Expenses	**4,002,840**	**5,290,449**	**5,349,811**	**5,321,734**	**5,341,554**	**(19,820)**	**8,257**
Operating Income Before One-Time Adjustment	**323,624**	**63,471**	**98,817**	**220,496**	**195,120**	**(25,376)**	**96,303**
One-Time Compensation Adjustment			(120,965)	(120,965)	(120,965)		
Operating Income (including adjustment)			**(22,148)**	**99,531**	**74,155**		
Fund Balance							
Beginning Balance (Unaudited)	3,061,348	3,019,921	3,019,921	3,061,348	3,061,348		
Audit Adjustment	(90,501)	-	-	(90,501)	(90,501)		
Beginning Balance (Audited)	2,970,847	3,019,921	3,019,921	2,970,847	2,970,847		
Operating Income (including Depreciation)	323,624	63,471	98,817	99,531	74,155		
Ending Fund Balance	**3,294,471**	**3,083,391**	**3,118,738**	**3,070,378**	**3,045,002**		
Capital Outlay	**77,808**	**84,000**	**84,000**	**84,000**	**84,000**		
Total ADA		477.7	477.7	486.2	485.7	(0.6)	8.0

SUMMARY OF RESULTS

Forecasting a net income of **$195,120** before one-time adjustments and a net income of $74,155 including adjustments; this is a decrease of $25,356 from the previous forecast.

VARIANCE ANALYSIS

LCFF Entitlement (-$5,581)
P-2 ADA decreased; ADA was 0.6 lower than the forecast, resulting in a $21K decrease to LCFF.

Federal Revenue (-$109)
ADA adjustment resulted in a $438 decrease to special education funding.

Other State Revenues $134
Prior year state revenue increased $561 for lottery not accrued. ADA decrease resulted in combined a $426 decrease to special education and state lottery.

Compensation and Benefits (-$19,957)
A foreign language teacher received a raise and it was paid retroactiveley, resulting in a $8K increase and a corresponding increase to benefits. Health and welfare benefits increased $11K as the benefit rates were updated for three employees based on actual invoices.

Services and Operating $137

District oversight fees and special education encroachment decreased $137 due to ADA decrease.

MAGNOLIA SCIENCE ACADEMY – SANTA ANA

SUMMARY	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
Revenue							
LCFF Entitlement	3,308,830	4,595,312	5,465,892	5,535,628	5,516,915	(18,713)	51,023
Federal Revenue	534,630	394,527	783,158	765,987	766,482	495	(16,676)
Other State Revenues	307,949	345,918	556,982	587,164	577,993	(9,172)	21,011
Local Revenues	22,016	16,505	26,185	22,441	22,441	-	(3,744)
Fundraising and Grants	45,744	22,000	27,854	40,656	45,744	5,087	17,890
Total Revenue	**4,219,169**	**5,374,262**	**6,860,071**	**6,951,876**	**6,929,574**	**(22,303)**	**69,503**
Expenses							
Compensation and Benefits (excl adjustment)	3,008,794	3,059,757	3,723,254	3,744,892	3,759,959	(15,067)	(36,705)
Books and Supplies	843,353	691,730	829,376	987,499	987,499	-	(158,123)
Services and Other Operating Expenditures	1,571,970	1,775,769	2,087,914	2,190,429	2,187,069	3,360	(99,155)
Depreciation	331,028	397,234	373,813	373,813	373,813	-	-
Total Expenses	**5,755,145**	**5,924,489**	**7,014,357**	**7,296,633**	**7,308,341**	**(11,707)**	**(293,983)**
Operating Income Before One-Time Adjustment	**(1,535,975)**	**(550,228)**	**(154,287)**	**(344,757)**	**(378,767)**	**(34,010)**	**(224,480)**
One-Time Compensation Adjustment			(45,129)	(45,129)	(45,129)		
Operating Income (including adjustment)			**(199,416)**	**(389,886)**	**(423,896)**		
Fund Balance							
Beginning Balance (Unaudited)	8,291,101	8,212,887	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	8,212,887	8,298,921	8,298,921		
Operating Income (including Depreciation)	(1,535,975)	(550,228)	(154,287)	(389,886)	(423,896)		
Ending Fund Balance	**6,762,946**	**7,662,659**	**8,058,600**	**7,909,035**	**7,875,025**		
Capital Outlay	**37,249**	**13,389,061**	**115,124**	**115,124**	**115,124**		
Total ADA		511.5	606.0	612.7	610.7	(1.9)	4.7

SUMMARY OF RESULTS

Forecasting a net loss of **($378,767)** before one-time adjustments and ($423,896) including adjustments; this is a decrease of $34,010 from the previous forecast.

VARIANCE ANALYSIS

LCFF Entitlement (-$18,713)
P-2 ADA decreased; ADA was 1.9 lower than the forecast, resulting in a $18.7K decrease to LCFF.

Federal Revenue $495
Title II increased $361 based on the updated apportionment schedule and prior year federal revenue increased $134 for Title III immigrant funding not accrued.

Other State Revenues (-$9,172)
Prior year state revenue increased $156 for lottery not accrued. ADA decrease resulted in combined a $1K decrease to special education and lottery. Mandated cost reimbursements updated to match apportionment.

Donations/Fundraising $5,087
Donations and fundraising has exceeded the budget and increased to match actuals.

Compensation and Benefits (-$15,067)
A PE and a science teacher were replaced, resulting in a $1K increase to certificated expenses. Two additional special education aides were hired, resulting in an $11K increase to certificated salaries. There was a corresponding increase to benefits.

Services and Operating $3,360
Receivable sale fees of $3K removed from forecast as MPS will likely not pursue bridge financing based on the updated draw schedule. District oversight fees and special education encroachment decreased $226 due to ADA decrease.

MAGNOLIA SCIENCE ACADEMY – SAN DIEGO

SUMMARY	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
Revenue							
LCFF Entitlement	2,455,835	3,365,610	3,067,041	3,034,475	3,031,463	(3,012)	(35,578)
Federal Revenue	36,642	133,928	139,972	107,815	105,749	(2,066)	(34,223)
Other State Revenues	395,029	301,331	386,040	528,095	528,352	257	142,312
Local Revenues	75,627	55,036	88,597	88,597	88,597	-	
Fundraising and Grants	31,307	20,000	23,827	31,153	31,307	154	7,479
Total Revenue	**2,994,441**	**3,875,905**	**3,705,478**	**3,790,135**	**3,785,468**	**(4,667)**	**79,990**
Expenses							
Compensation and Benefits (excl adjustment)	1,885,052	2,155,725	2,158,964	2,187,535	2,207,384	(19,849)	(48,420)
Books and Supplies	113,341	163,559	180,455	183,955	183,955	-	(3,500)
Services and Other Operating Expenditures	868,485	1,325,125	1,181,986	1,269,595	1,239,823	29,772	(57,837)
Depreciation	37,183	44,619	39,460	39,460	39,460	-	-
Total Expenses	**2,904,061**	**3,689,029**	**3,560,866**	**3,680,546**	**3,670,622**	**9,923**	**(109,757)**
Operating Income Before One-Time Adjustment	**90,380**	**186,876**	**144,612**	**109,589**	**114,845**	**5,257**	**(29,767)**
One-Time Compensation Adjustment			(99,934)	(99,934)	(99,934)		
Operating Income (including adjustment)			**44,678**	**9,655**	**14,911**		
Fund Balance							
Beginning Balance (Unaudited)	1,173,620	1,053,661	1,053,661	1,173,620	1,173,620		
Audit Adjustment	960	-	-	960	960		
Beginning Balance (Audited)	1,174,581	1,053,661	1,053,661	1,174,581	1,174,581		
Operating Income (including Depreciation)	90,380	186,876	144,612	9,655	14,911		
Ending Fund Balance	**1,264,961**	**1,240,537**	**1,198,273**	**1,184,235**	**1,189,492**		
Capital Outlay	-	-	-	-	-		
Total ADA		453.6	413.0	408.3	407.9	(0.4)	(5.1)

SUMMARY OF RESULTS

Forecasting a net income of **$114,845** before one-time adjustments and an operating income of $14,911 including adjustments; this is an increase of $5,257 from the previous forecast.

VARIANCE ANALYSIS

LCFF Entitlement (-$3,012)
P-2 ADA decreased; ADA was 0.4 lower than the forecast, resulting in a $18.7K decrease to LCFF.

Federal Revenue (-$2,066)
Title II decreased based on the updated apportionment schedule.

Other State Revenues $257
Prior year state revenue increased $514 for lottery not accrued. ADA decrease resulted in combined a $257 decrease to special education and lottery.

Donations/Fundraising $154
Donations and fundraising has exceeded the budget and increased to match actuals.

Compensation and Benefits (-$19,849)
Health & welfare benefit rates increased for three employees based on Kaiser invoices. An hourly teachers hours were increased based on actual hours worked through April.

Services and Operating $29,772
Receivable sale fees of $29K removed from forecast as MPS will likely not pursue bridge financing based on the updated draw schedule. District oversight fees and special education encroachment decreased $38 due to ADA decrease.

MERF

	Actual YTD	Approved Budget September 8th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)
SUMMARY							
Revenue							
Local Revenues	5,350,292	6,242,850	6,410,367	6,414,502	6,414,502	-	4,135
Fundraising and Grants	86,850	150,000	150,000	150,000	150,000	-	-
Total Revenue	**5,437,141**	**6,392,850**	**6,560,367**	**6,564,502**	**6,564,502**	**-**	**4,135**
Expenses							
Compensation and Benefits (excl adjustment)	2,992,391	3,467,487	3,567,998	3,568,000	3,564,740	3,261	3,258
Books and Supplies	68,108	75,821	84,820	84,820	84,820	-	-
Services and Other Operating Expenditures	2,077,413	2,537,455	2,616,824	2,650,176	2,654,010	(3,835)	(37,187)
Depreciation	6,390	7,666	1,440	1,440	1,440	-	-
Total Expenses	**5,144,302**	**6,088,429**	**6,271,082**	**6,304,436**	**6,305,010**	**(574)**	**(33,929)**
Operating Income Before One-Time Adjustment	**292,839**	**304,421**	**289,286**	**260,066**	**259,492**	**(574)**	**(29,794)**
One-Time Compensation Adjustment			-	-	-		
Operating Income (including adjustment)			**289,286**	**260,066**	**259,492**		
Fund Balance							
Beginning Balance (Unaudited)	(285,175)	(285,175)	(285,175)	(285,175)	(285,175)		
Audit Adjustment	284,225	284,225	284,225	284,225	284,225		
Beginning Balance (Audited)	(950)	(950)	(950)	(950)	(950)		
Operating Income	292,839	304,421	289,286	260,066	259,492		
Ending Fund Balance	**291,889**	**303,471**	**288,335**	**259,116**	**258,542**		
Capital Outlay	**-**	**-**	**-**	**-**	**-**		

Summary of Results

Forecasting a net income of $259,492, a decrease of $574 from the previous forecast

Variance Analysis

Compensation and Benefits $3,261

Placeholder for a payroll clerk has been prorated further assuming they are hired in FY16-17. Health & welfare benefits were updated for three employees.

Services and Operating (-$3,835)

Banking fees increased $1.8K as fees have doubled since January each month. However, CFO negotiated with Citibank and bank fees will no longer be charged after May. Forecast increased to match actuals through May. Fines and penalties increased $1K for STRS penalty payments. Licenses and other fees increased $1K as use tax payments were slightly higher than budgets. Increase is inclusive of the estimated amount that will be owed in Q2.

ADA ANALYSIS

ADA drives revenue and decreases in enrollment or attendance can negatively affect the forecast. Since ADA is variable, with decreases usually seen during the second half of the year, the forecast is only updated with material changes.

There was an overall decrease of 39 from P-1 to P-2. Based on historical information from FY15-16, it was estimated that there would be a decrease of 28.7 from P-1 to P-2. The additional 8 decrease in ADA led to a decrease of $87,552 in forecasted LCFF.

2015-2016	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD
P-1	524.54	466.51	443.71	178.42	141.59	163.53	281.58	481.4	140.77	409.87
P-2	518.76	458.82	438.73	177.57	143.15	167.65	278.41	479.16	143.33	405.61
% Change	-1.10%	-1.65%	-1.12%	-0.48%	1.10%	2.52%	-1.13%	-0.47%	1.82%	-1.04%

2016-2017	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD
P-1	524.39	437.57	446.89	187.61	177.66	172.58	288.61	488.49	612.65	412.58
P-2	520.37	434.84	433.41	186.54	176.28	171.19	283.09	485.65	610.73	407.92
% Change	-0.77%	-0.62%	-3.02%	-0.57%	-0.78%	-0.81%	-1.91%	-0.58%	-0.31%	-1.13%

Exhibits

MSA-1 Cash Flow Forecast

Ending cash balance as of 04/30 was $1,427,447 and forecasted ending cash balance at 6/30 is $652,529

MSA-1 Cash Flow

Capital expenditures for construction

1,427,447

652,529

Forecast — Actuals
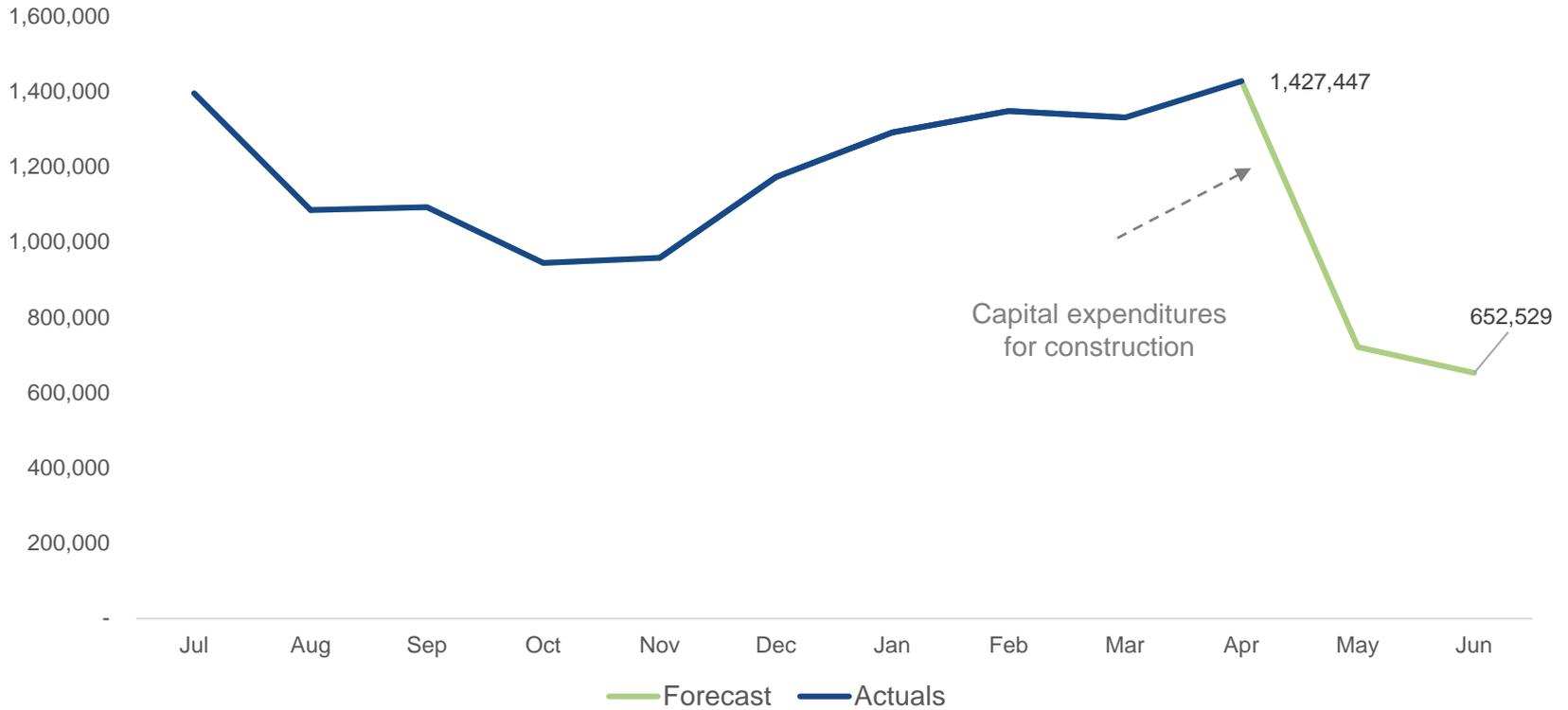
MSA-2 Cash Flow Forecast

Ending cash balance as of 04/30 was $711,100 and forecasted ending cash balance at 6/30 is $590,604

MSA-2 Cash Flow

Line chart showing MSA-2 Cash Flow by month (Jul–Jun). Actual line (dark blue) and Forecast line (green). Labeled values: 711,100 (Apr) and 590,604 (Jun).

Legend: Forecast — Actual

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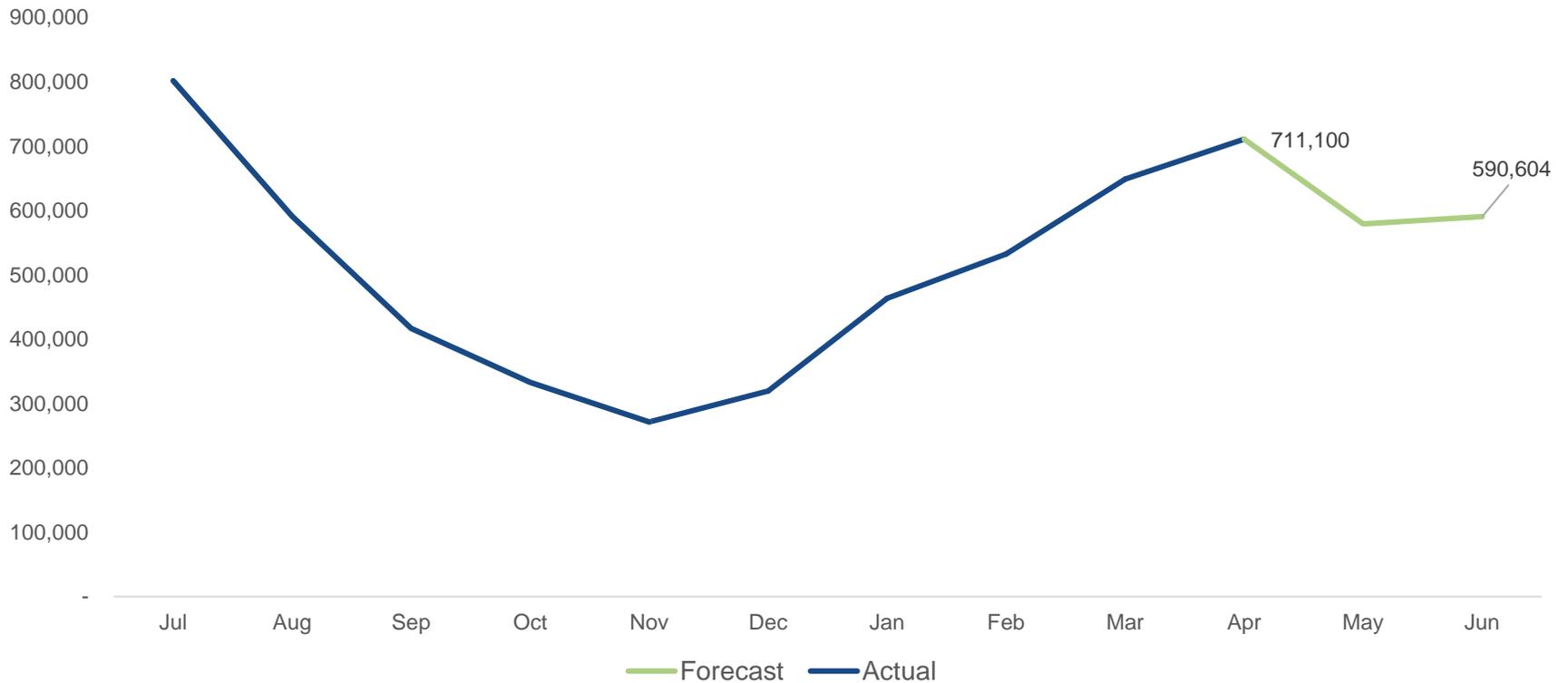
MSA-3 Cash Flow Forecast

Ending cash balance as of 04/30 was $417,495 and forecasted ending cash balance at 6/30 is $50,955

MSA-3 Cash Flow
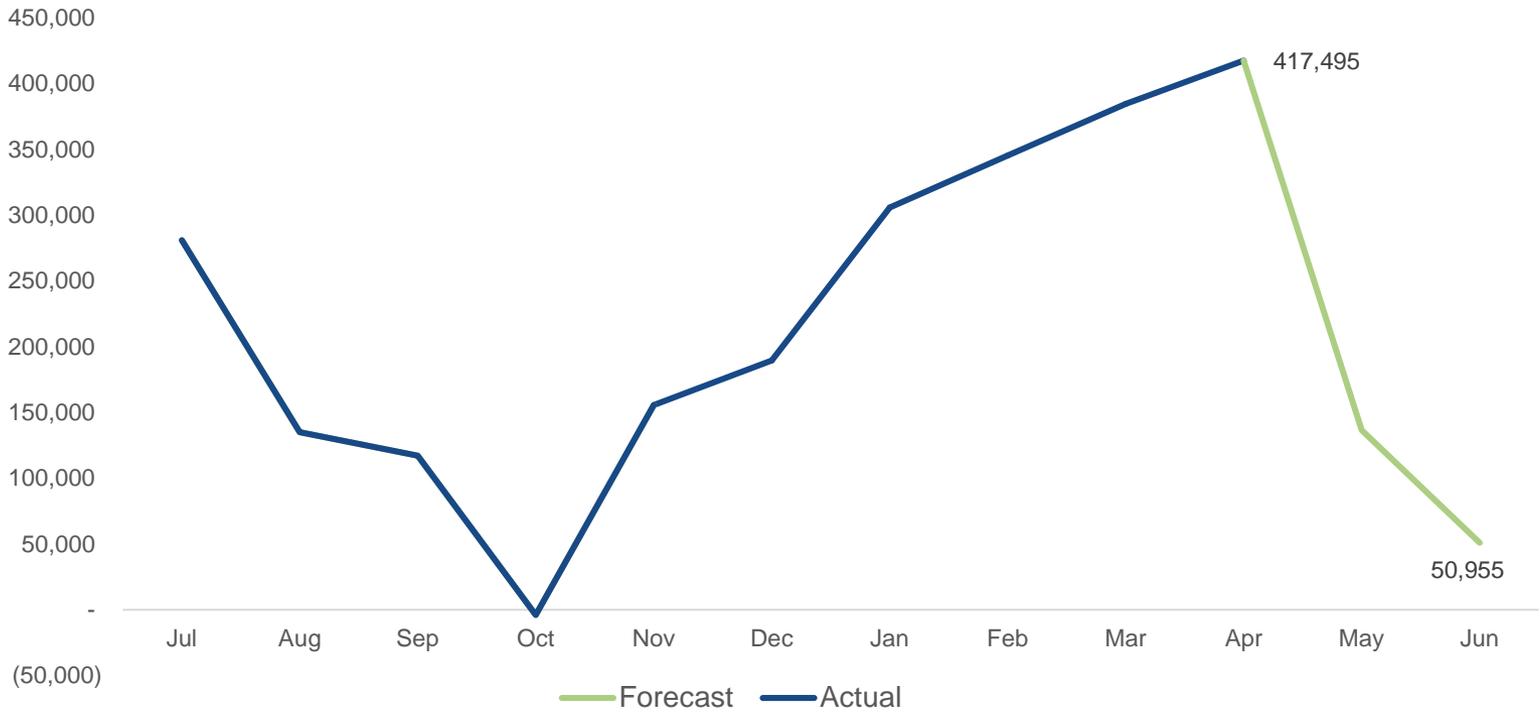
MSA-4 Cash Flow Forecast

Ending cash balance as of 04/30 was $713,916, and forecasted ending cash balance as of 6/30 is $613,880

MSA-4 Cash Flow

Legend: Forecast — Actual
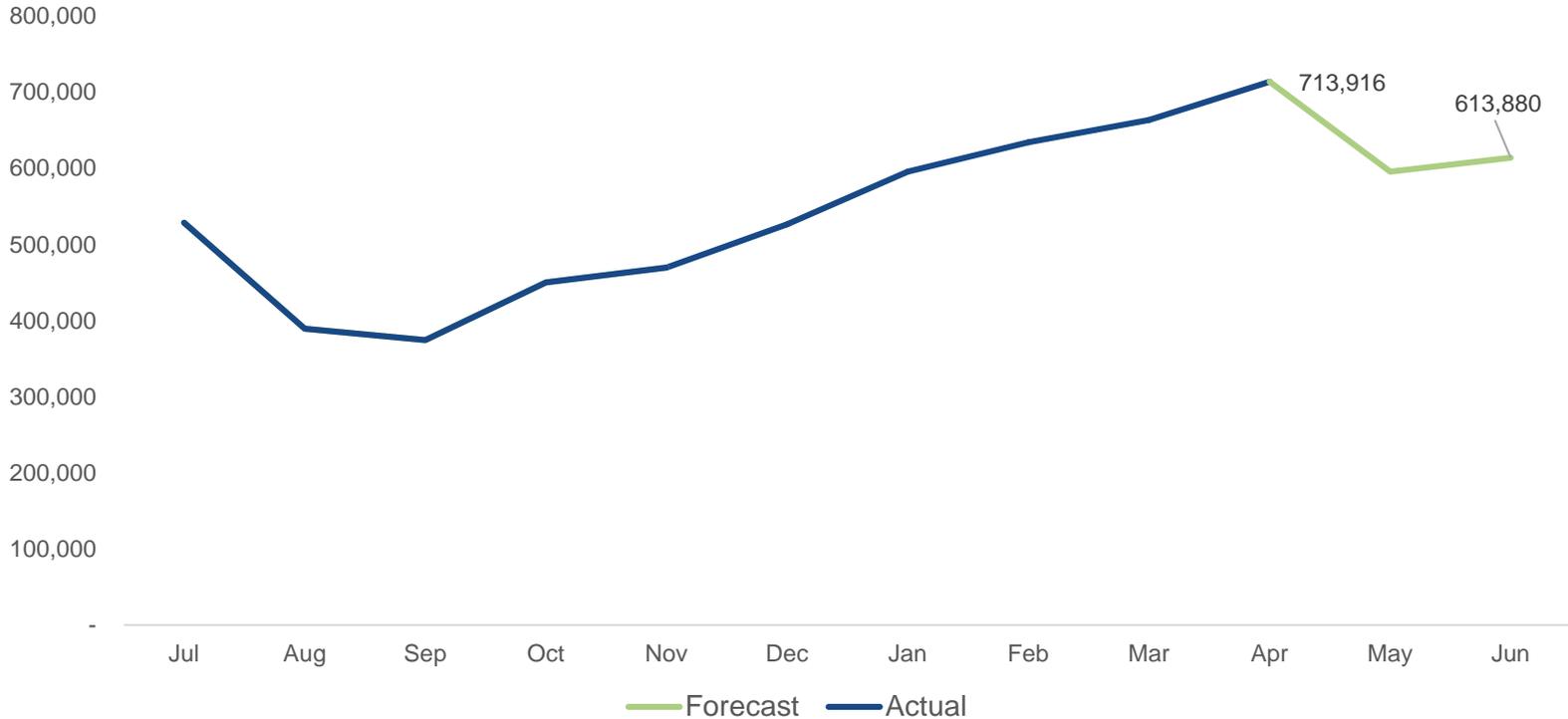
MSA-5 Cash Flow Forecast

Ending cash balance as of 04/30 was $785,083 and forecasted ending cash balance as of 6/30 is $730,014

MSA-5 Cash Flow

785,083

730,014

—Forecast —Actual
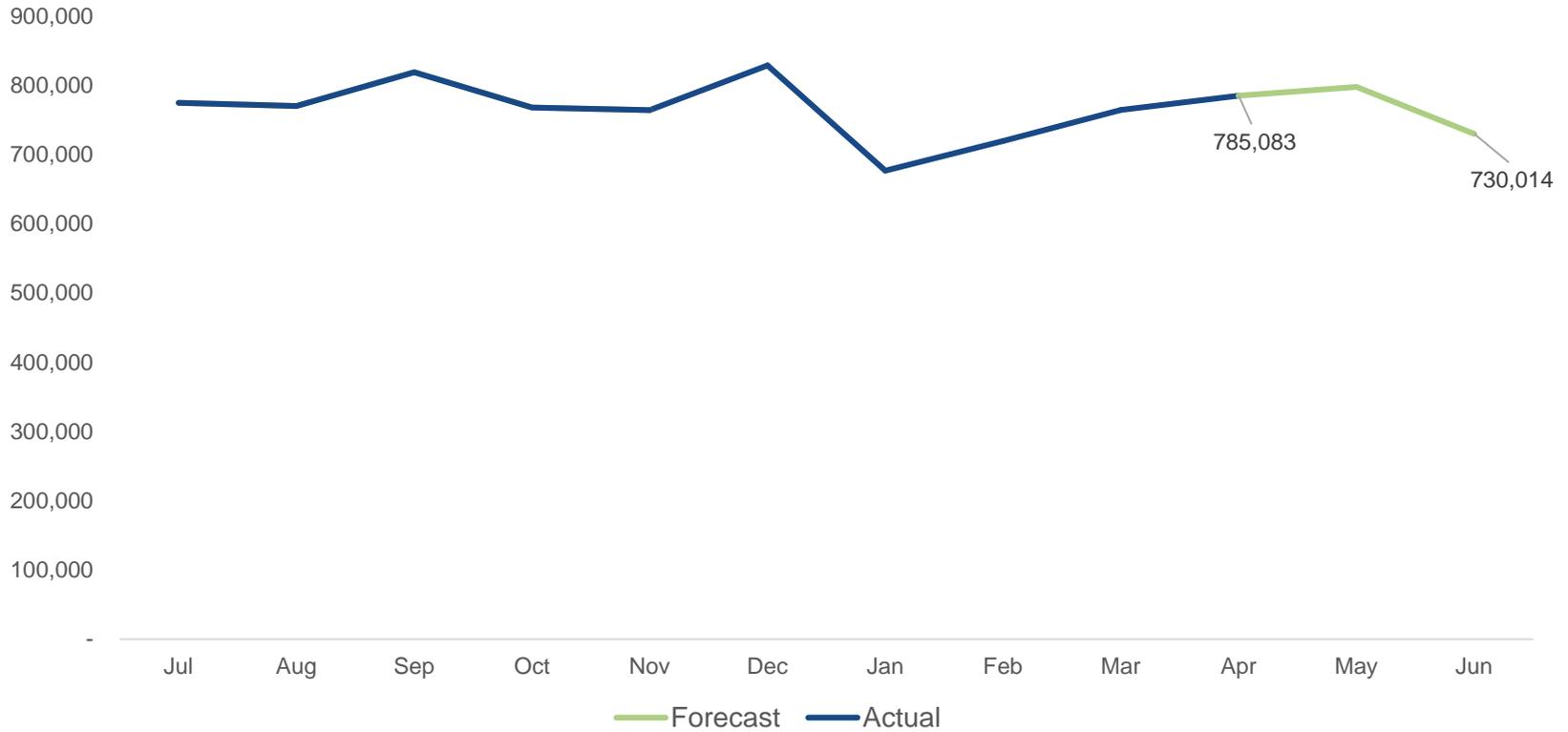
MSA-6 Cash Flow Forecast

Ending cash balance as of 04/30 was $670,869 and forecasted ending cash balance as of 6/30 is $465,357

MSA-6 Cash Flow
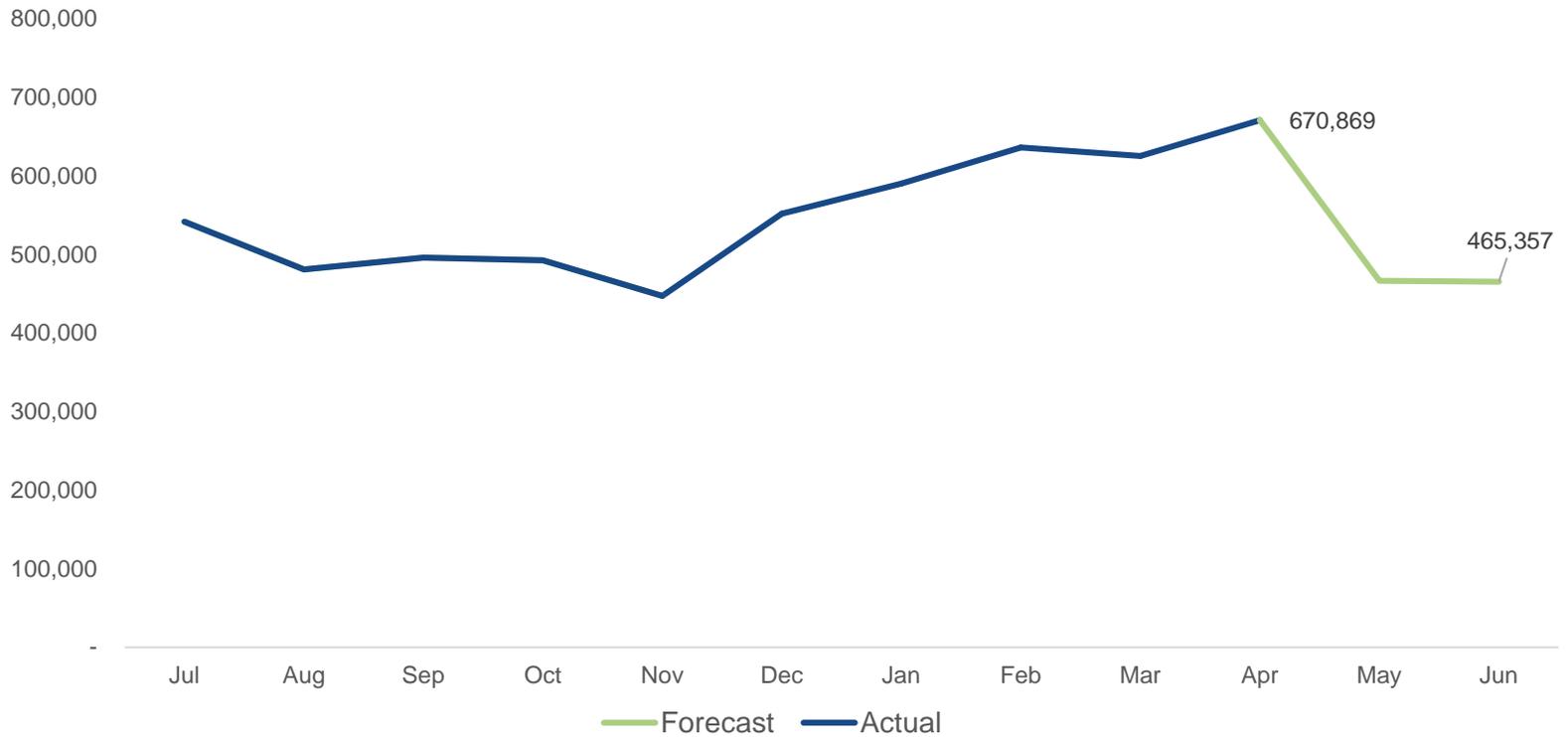
MSA-7 Cash Flow Forecast

Ending cash balance as of 04/30 was $728,709 and forecasted ending cash balance as of 6/30 is $505,886

MSA-7 Cash Flow

Line chart showing MSA-7 Cash Flow from Jul to Jun. Actual (dark blue) and Forecast (green) lines. Key labeled points: 728,709 (Apr) and 505,886 (Jun).

Legend: Forecast, Actual
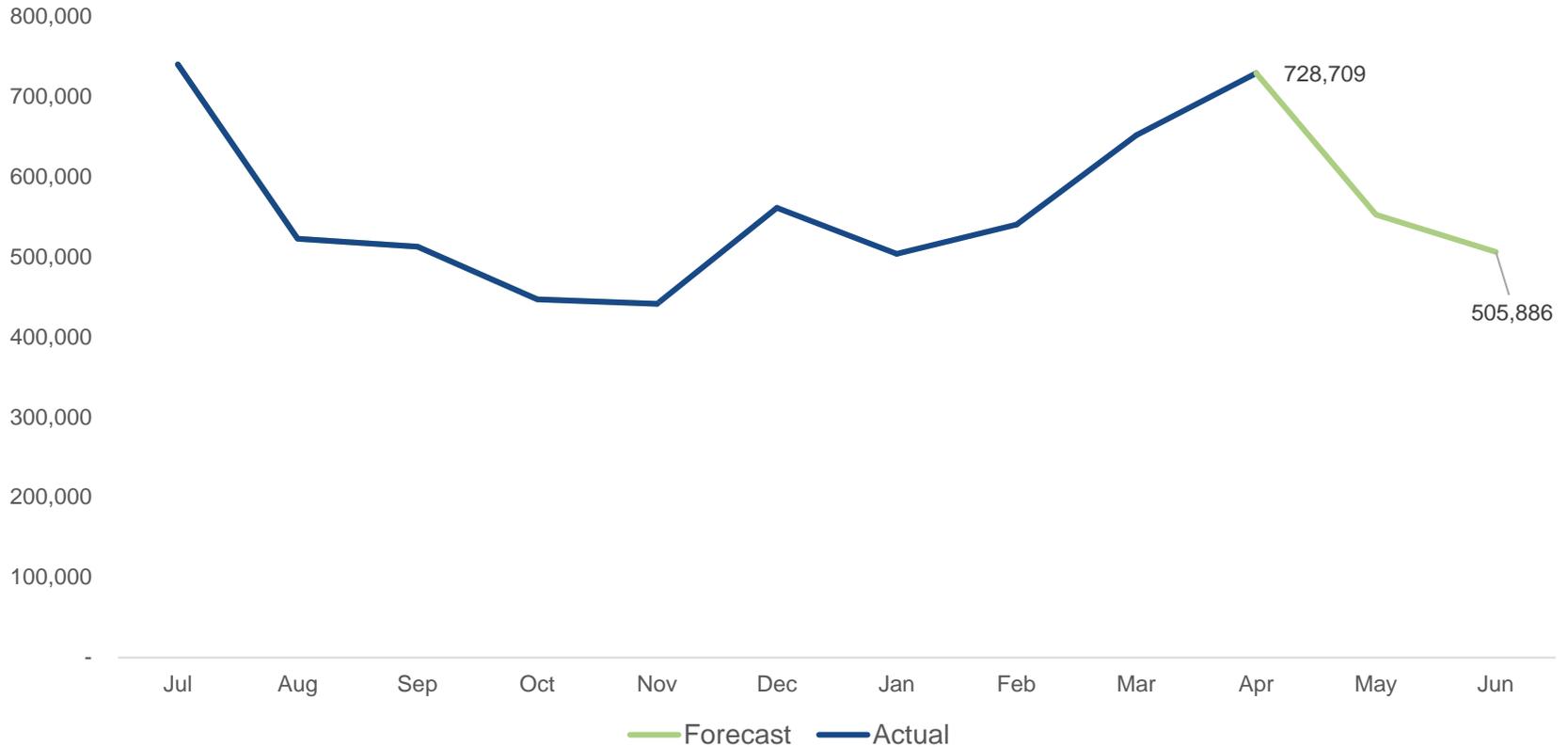
MSA-8 Cash Flow Forecast

Ending cash balance as of 04/30 was $1,285,188 and forecasted ending cash balance as of 6/30 is $846,872

MSA-8 Cash Flow

1,285,188

846,872

Assumes MSA-8 loans
$400K to MERF for SC
payment owed to CDE

Forecast — Actual
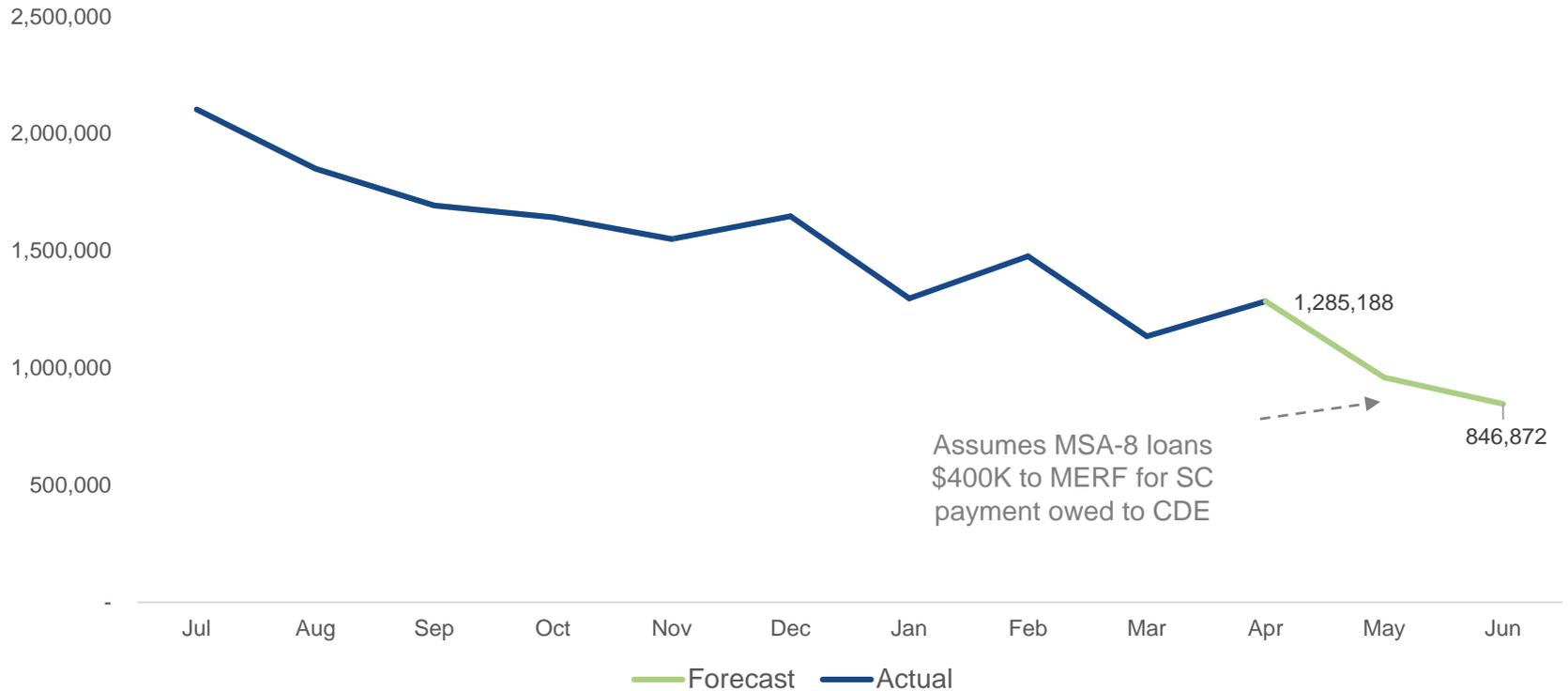
MSA-SA Cash Flow Forecast

Ending cash balance as of 04/30 was $1,280,208, and forecasted ending cash balance as of 6/30 is $646,606

MSA-SA Cash Flow

Operating cash balance at 04/30 is $1,184,618 and Prop 1D cash balance is $95,590

MSA-SD Cash Flow Forecast

Ending cash balance as of 04/30 was $908,771 and forecasted ending cash balance as of 6/30 is $495,278

MSA-SD Cash Flow

MERF Cash Flow Forecast

Ending cash balance as of 04/30 was $207,268 and forecasted ending cash balance as of 6/30 is $176,914

MERF Cash Flow

Assumes MSA-SA pays CMO fees owed and partial loan repayment

207,268

176,914
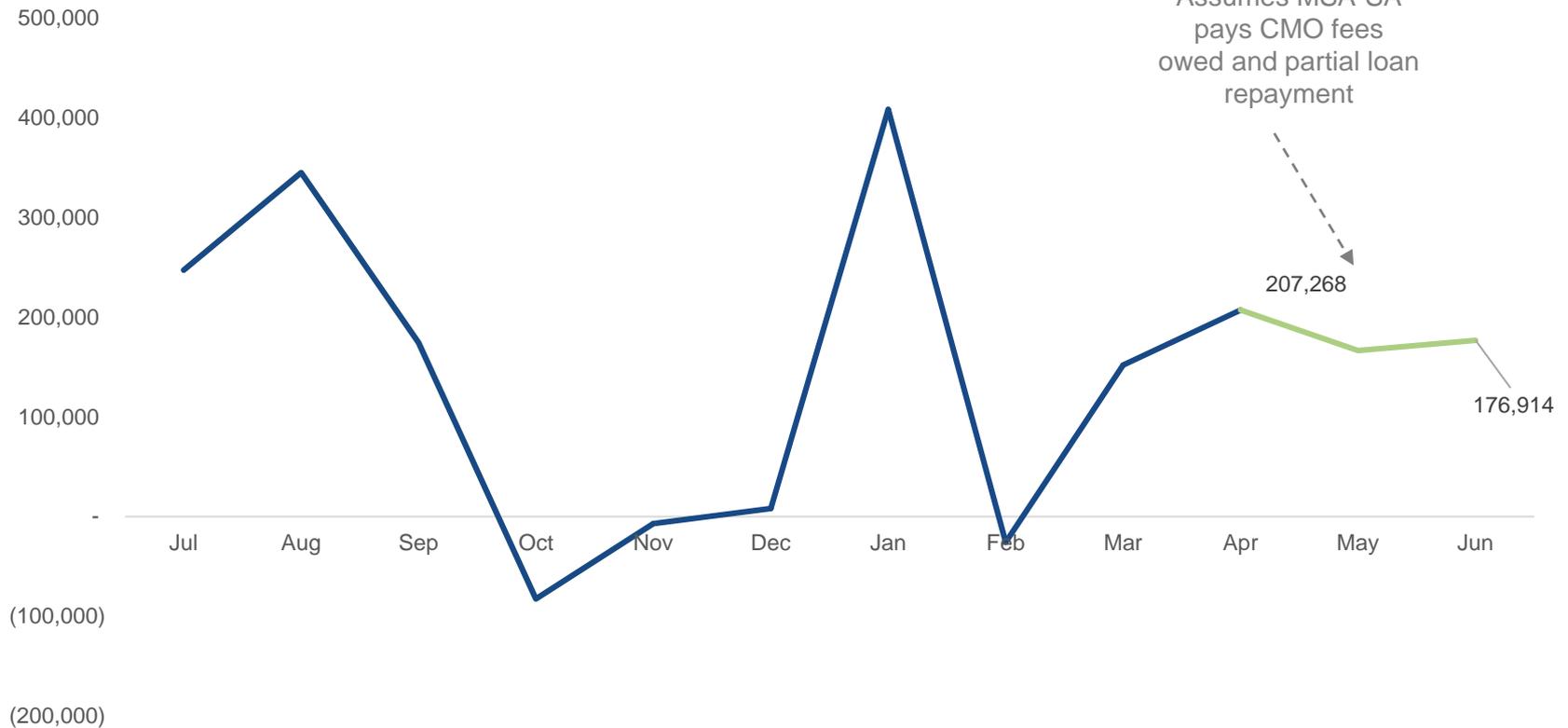
Balance Sheet

Assets as of 04/30 totaled $41.08 Million

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD	MERF	Total
					4/30/2017								
Assets													
Cash Balances	$ 1,427,447	$ 711,100	$ 417,495	$ 713,916	$ 785,083	$ 670,869	$ 728,709	$ 1,285,188	$ 1,280,208	$ -	$ 908,771	$ 207,268	$ 9,136,054
Accounts Receivable	183,856	36,590	35,433	14,178	11,521	13,476	22,300	38,142	41,388	234,113	102,347	105,429	$ 838,773
Prepaids Deposits	39,035	-	-	-	-	-	4,000	-	19,690	56,590	25,000	16,000	$ 160,315
Fixed Assets, Net	3,561,350	155,684	71,544	56,464	(7,420)	61,093	9,079	83,899	17,621,731	132,247	304,149	12,773	$ 22,062,594
Itercompany Receivable	509,640	143,253	446,664	253,595	468,816	500,000	318,062	1,911,991	15,416	38,023	100,096	4,180,188	$ 8,885,743
Total Assets	$ 5,721,327	$ 1,046,627	$ 971,136	$1,038,152	$ 1,258,000	$ 1,245,438	$ 1,082,150	$ 3,319,220	$ 18,978,433	$ 460,973	$ 1,440,364	$ 4,521,659	$ 41,083,478
Liabilities & Equity													
AP & Accrued Expenses	$ 121,121	$ 197,528	$ 104,753	$ 41,743	$ 195,272	$ 71,976	$ 122,470	$ 99,862	$ 81,060	$ 445,890	$ 21,900	$ 123,519	$ 1,627,093
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Intercompany Balances Payable	16,858	41,507	103,930	159,859	25,064	106,457	139,082	2,694	3,439,686	747,883	1,698	4,101,025	$ 8,885,743
Loans and other payables	2,800,000	10	-	-	-	-	-	-	8,731,990	35,646	151,806	5,226	$ 11,724,677
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	(950)	$ 13,826,363
Net Income (Loss) to Date	(377,064)	(333,367)	(212,970)	174,059	(39,852)	121,567	(126,754)	245,816	(1,573,225)	(36,868)	90,380	292,839	$ (1,775,440)
Total Liabilities & Equity	$ 5,721,327	$ 1,046,627	$ 971,136	$1,038,152	$ 1,258,000	$ 1,245,438	$ 1,082,150	$ 3,319,220	$ 18,978,433	$ 460,973	$ 1,440,364	$ 4,521,659	$ 41,083,478

Intercompany borrowing at $8.89M as of 04/30

Intercompany Balances

Total Cumulative Intercompany Receivable/Payable is $8.89M at 04/30

Intercompany Borrowing (excluding CMO Fees)

Due From \ 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		12,048	-	-	-	-	-	-	-	-	-	717
MSA-2	-		-	-	-	-	-	-	-	-	-	-
MSA-3	-	-		-	-	-	-	-	1,883	-	-	1,373
MSA-4	-	-	15,343		-	-	-	-	2,954	-	-	-
MSA-5	-	-	15,343	15,343		-	-	-	-	-	-	1,630
MSA-6	-	-	15,343	15,343	-		-	-	-	-	-	818
MSA-7	-	-	15,343	15,343	-	-		-	-	-	-	2,947
MSA-8	-	-	-	-	-	-	-		-	-	-	692
MSA-SA	-	-	-	-	200,000	50,000	100,000	137,500		-	-	2,012,048
MSA-SC	-	-	-	-	-	-	-	-	-		-	18,915
MSA-SD	-	-	-	-	-	-	-	-	-	-		-
MERF	123,231	4,793	-	-	50,000	150,000	-	1,044,548	7,820	17,582	960	

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
53,501	(35,417)	385,292	(141,562)	116,636	(89,627)	218,062	117,184	(229,389)	89,072

edtec

Intercompany Balances

Total current year FY16-17 intercompany borrowing totals $5.1M

Intercompany Borrowing (excluding CMO Fees)

Due From \ 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		12,048	-	-	-	-	-	-	-	-	-	717
MSA-2	-		-	-	-	-	-	-	-	-	-	-
MSA-3	-	-		-	-	-	-	-	1,883	-	-	1,373
MSA-4	-	-	15,343		-	-	-	-	2,954	-	-	-
MSA-5	-	-	15,343	15,343		-	-	-	-	-	-	1,630
MSA-6	-	-	15,343	15,343	-		-	-	-	-	-	818
MSA-7	-	-	15,343	15,343	-	-		-	-	-	-	2,947
MSA-8	-	-	-	-	-	-	-		-	-	-	692
MSA-SA	-	-	-	-	200,000	50,000	100,000	137,500		-	-	2,012,048
MSA-SC	-	-	-	-	-	-	-	-	-		-	18,915
MSA-SD	-	-	-	-	-	-	-	-	-	-		-
MERF	123,231	4,793	-	-	50,000	150,000	-	1,044,548	7,820	17,582	960	

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
168,878	206,964	86,070	12,666	12,666	12,666	105,549	168,878	(169,389)	89,072

Balance Sheet - Cumulative

YTD Change from 6/30/16

	4/30/2017	6/30/2016	YTD Change
Assets			
Cash Balances	$ 9,136,054	$ 14,371,421	$ (5,235,367)
Accounts Receivable	838,773	4,447,242	(3,608,469)
Prepaids Deposits	160,315	144,150	16,165
Fixed Assets, Net	22,062,594	16,692,757	5,369,836
Intercompany Receivable	8,885,743	4,831,068	4,054,675
Total Assets	**$ 41,083,478**	**$ 40,486,638**	**$ 596,840**
Liabilities & Equity			
AP & Accrued Expenses	$ 1,627,093	$ 3,178,148	$ (1,551,055)
Deferred Revenue	-	61,355	(61,355)
Intercompany Balances Payable	8,885,743	4,831,068	4,054,675
Loans and other payables	11,724,677	11,794,663	(69,985)
Temporarily Restricted	6,795,041	6,795,758	(717)
Beginning Net Assets - Audited	13,826,363	5,845,609	7,980,755
Net Income (Loss) to Date	(1,775,440)	7,980,037	(9,755,477)
Total Liabilities & Equity	**$ 41,083,478**	**$ 40,486,638**	**$ 596,840**

MAGNOLIA PUBLIC SCHOOLS - MSA-1
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual	Budget							
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY									
Revenue									
LCFF Entitlement	4,042,699	5,251,881	5,305,480	5,280,549	5,295,664	15,115	(9,816)	1,252,965	76%
Federal Revenue	422,124	695,788	1,202,884	1,215,445	1,215,937	492	13,053	793,813	35%
Other State Revenues	909,240	898,245	1,158,352	1,159,875	1,158,092	(1,783)	(260)	248,852	79%
Local Revenues	104,082	60,107	84,550	104,374	104,374	-	19,824	293	100%
Fundraising and Grants	49,523	56,000	69,360	69,360	69,360	-	-	19,837	71%
Total Revenue	**5,527,667**	**6,962,021**	**7,820,626**	**7,829,603**	**7,843,427**	**13,825**	**22,801**	**2,315,760**	**70%**
Expenses									
Compensation and Benefits (excl adjustment)	3,059,518	3,362,064	3,562,432	3,541,394	3,542,424	(1,030)	20,008	681,268	86%
Books and Supplies	405,921	539,025	647,387	647,387	647,387	-	-	241,466	63%
Services and Other Operating Expenditures	2,185,269	2,727,983	2,929,102	2,882,145	2,877,380	4,765	51,723	692,111	76%
Depreciation	151,470	181,768	146,166	146,166	146,166	-	-	(5,304)	104%
Total Expenses	**5,802,178**	**6,810,840**	**7,285,087**	**7,217,092**	**7,213,357**	**3,736**	**71,730**	**1,609,541**	**80%**
Operating Income Before One-Time Adjustment	**(274,510)**	**151,181**	**535,539**	**612,510**	**630,070**	**17,560**	**94,532**	**706,219**	**-44%**
One-Time Compensation Adjustment			(198,362)	(198,362)	(198,362)				
Operating Income (including adjustment)			**337,177**	**414,148**	**431,708**				
Fund Balance									
Beginning Balance (Unaudited)	3,197,834	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	3,197,834	3,160,413	3,160,413				
Operating Income (including Depreciation)	(274,510)	151,181	535,539	414,148	431,708				
Ending Fund Balance	**2,885,903**	**3,349,015**	**3,733,373**	**3,574,561**	**3,592,121**				**80%**
Capital Outlay	**102,554**	**100,000**	**540,000**	**540,000**	**540,000**				**19%**
Total ADA		**518.2**	**522.1**	**518.6**	**520.4**	**1.8**	**(1.7)**		

MAGNOLIA PUBLIC SCHOOLS - MSA-1
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	2,554,146	3,526,381	3,549,577	3,466,709	3,463,766	(2,943)	(85,811)	909,620	74%
8012	Education Protection Account Entitlement	571,872	741,455	746,978	742,037	756,466	14,429	9,488	184,595	76%
8019	State Aid - Prior Years	1,404	-	504	1,404	1,404	-	900	-	100%
8096	Charter Schools in Lieu of Property Taxes	915,277	984,045	1,008,421	1,070,399	1,074,028	3,629	65,607	158,751	85%
	SUBTOTAL - LCFF Entitlement	4,042,699	5,251,881	5,305,480	5,280,549	5,295,664	15,115	(9,816)	1,252,965	76%
8100	**Federal Revenue**									
8181	Special Education - Entitlement	86,761	104,677	103,560	100,014	100,353	339	(3,207)	13,593	86%
8220	Child Nutrition Programs	135,905	264,295	270,521	270,521	270,521	-	-	134,616	50%
8291	Title I	169,465	207,826	208,420	211,678	211,678	-	3,258	42,213	80%
8292	Title II	1,995	8,236	8,236	2,434	2,434	-	(5,802)	439	82%
8293	Title III	17,529	46,254	39,962	50,886	50,886	-	10,924	33,357	34%
8296	Other Federal Revenue	2,632	64,500	564,500	572,227	572,227	-	7,727	569,595	0%
8297	PY Federal - Not Accrued	2,707	-	2,554	2,554	2,707	153	153	-	100%
8299	All Other Federal Revenue	5,130	-	5,130	5,130	5,130	-	-	-	100%
	SUBTOTAL - Federal Income	422,124	695,788	1,202,884	1,215,445	1,215,937	492	13,053	793,813	35%
8300	**Other State Revenues**									
8319	Other State Apportionments - Prior Years	3,162	-	295	2,555	3,162	608	2,867	-	100%
8381	Special Education - Entitlement (State)	253,340	294,859	292,124	292,041	293,031	990	907	39,690	86%
8520	Child Nutrition - State	11,650	22,591	23,543	23,543	23,543	-	-	11,893	49%
8545	School Facilities Apportionments	291,802	332,166	389,070	389,070	389,070	-	-	97,268	75%
8550	Mandated Cost Reimbursements	125,936	14,680	129,649	129,649	125,936	(3,713)	(3,713)	-	100%
8560	State Lottery Revenue	50,850	83,949	98,670	98,018	98,350	332	(320)	47,500	52%
8590	All Other State Revenue	37,500	-	75,000	75,000	75,000	-	-	37,500	50%
8596	ASES	135,000	150,000	150,000	150,000	150,000	-	-	15,000	90%
	SUBTOTAL - Other State Income	909,240	898,245	1,158,352	1,159,875	1,158,092	(1,783)	(260)	248,852	79%

MAGNOLIA PUBLIC SCHOOLS - MSA-1
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget						
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8600	**Other Local Revenue**									
8634	Food Service Sales	6,508	7,000	7,000	7,000	7,000	-	-	493	93%
8682	Summer Program	34,822	13,600	34,822	34,822	34,822	-	-	-	100%
8690	Other Local Revenue	29,749	19,000	29,649	29,749	29,749	-	100	-	100%
8714	COP Option 3 Grants	32,804	20,507	13,080	32,804	32,804	-	19,724	-	100%
8999	Uncategorized Revenue	200	-	-	-	-	-	-	(200)	
	SUBTOTAL - Local Revenues	104,082	60,107	84,550	104,374	104,374	-	19,824	293	100%
8800	**Donations/Fundraising**									
8801	Donations - Parents	19	2,750	2,750	2,750	2,750	-	-	2,731	1%
8802	Donations - Private	5,148	53,250	47,903	27,141	25,991	(1,150)	(21,912)	20,843	20%
8803	Fundraising	44,356	-	18,706	39,468	40,618	1,150	21,912	(3,738)	109%
	SUBTOTAL - Fundraising and Grants	49,523	56,000	69,360	69,360	69,360	-	-	19,837	71%
TOTAL REVENUE		**5,527,667**	**6,962,021**	**7,820,626**	**7,829,603**	**7,843,427**	**13,825**	**22,801**	**2,315,760**	**70%**
EXPENSES									-	
Compensation & Benefits										
Certificated Employees Summary										
1100	**Teachers Salaries**	1,665,038	1,889,346	2,073,041	2,062,229	2,062,229	-	10,811	397,191	81%
1300	**Certificated Supervisor & Administrator Salaries**	324,027	387,835	413,814	413,814	413,814	-	-	89,787	78%
	SUBTOTAL - Certificated Employees	**1,989,065**	**2,277,182**	**2,486,855**	**2,476,043**	**2,476,043**	**-**	**10,811**	**486,978**	**80%**
Classified Employees Summary										
2400	**Classified Clerical & Office Salaries**	164,115	173,174	200,822	200,822	176,422	24,400	24,400	12,307	93%
2900	**Classified Other Salaries**	183,761	187,025	218,892	215,334	240,566	(25,232)	(21,675)	56,805	76%
	SUBTOTAL - Classified Employees	**347,875**	**360,199**	**419,713**	**416,156**	**416,988**	**(832)**	**2,725**	**69,113**	**83%**

MAGNOLIA PUBLIC SCHOOLS - MSA-1
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual			Budget					
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
Employee Benefits Summary										
3100	**STRS**	256,942	275,673	310,425	308,970	308,970	-	1,455	52,028	83%
3200	**PERS**	32,483	21,860	45,968	41,562	41,678	(116)	4,290	9,195	78%
3300	**OASDI-Medicare-Alternative**	52,685	67,519	69,147	68,655	68,718	(64)	429	16,033	77%
3400	**Health & Welfare Benefits**	336,961	324,000	364,858	364,858	364,858	-	0	27,897	92%
3500	**Unemployment Insurance**	18,944	1,345	31,100	30,947	30,955	(9)	145	12,012	61%
3600	**Workers Comp Insurance**	24,563	34,286	32,728	32,566	32,576	(9)	152	8,013	75%
	SUBTOTAL - Employee Benefits	**722,578**	**724,683**	**854,225**	**847,557**	**847,755**	**(197)**	**6,471**	**125,177**	**85%**
4000	**Books & Supplies**									
4100	Approved Textbooks & Core Curricula Materials	92,128	40,000	91,854	92,080	92,128	(48)	(274)	-	100%
4200	Books & Other Reference Materials	6,751	10,000	10,000	9,774	9,726	48	274	2,975	69%
4315	Custodial Supplies	10,773	20,000	20,000	20,000	20,000	-	-	9,227	54%
4320	Educational Software	19,986	20,000	20,000	20,000	20,000	-	-	14	100%
4325	Instructional Materials & Supplies	33,825	25,000	49,415	49,415	49,415	-	-	15,590	68%
4326	Art & Music Supplies	1,702	5,000	5,000	5,000	5,000	-	-	3,298	34%
4330	Office Supplies	13,938	9,200	17,000	17,000	17,000	-	-	3,062	82%
4345	Non Instructional Student Materials & Supplies	2,417	20,000	20,000	20,000	20,000	-	-	17,583	12%
4346	Teacher Supplies	3,582	5,000	5,000	5,000	5,000	-	-	1,418	72%
4350	Uniforms	-	1,500	1,500	-	-	-	1,500	-	
4400	Noncapitalized Equipment	71	30,000	30,000	30,000	30,000	-	-	29,929	0%
4420	Computers (individual items less than $5k)	31,974	33,500	33,500	33,500	33,500	-	-	1,526	95%
4430	Non Classroom Related Furniture, Equipment & Supp	2,564	20,000	20,000	20,000	20,000	-	-	17,436	13%
4700	Food	177,356	296,825	316,118	316,118	316,118	-	-	138,762	56%
4720	Other Food	8,854	3,000	8,000	9,500	9,500	-	(1,500)	646	93%
	SUBTOTAL - Books and Supplies	**405,921**	**539,025**	**647,387**	**647,387**	**647,387**	**(0)**	**(0)**	**241,466**	**63%**

MAGNOLIA PUBLIC SCHOOLS - MSA-1
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				**Budget**				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000	**Services & Other Operating Expenses**									
5101	Shared Management Fee - CMO	844,389	972,192	1,013,267	1,013,267	1,013,267	-	-	168,878	83%
5102	Direct CMO Fee (Shared Staff)	34,490	38,472	41,388	41,388	41,388	-	-	6,898	83%
5210	Conference Fees	753	20,000	20,000	19,754	18,401	1,352	1,599	17,648	4%
5215	Travel - Mileage, Parking, Tolls	2,244	2,000	2,000	2,000	2,244	(244)	(244)	-	100%
5220	Travel and Lodging	2,246	2,000	2,000	2,246	2,246	-	(246)	-	100%
5300	Dues & Memberships	3,766	7,854	7,854	7,854	7,854	-	-	4,088	48%
5450	Insurance - Other	33,177	27,941	32,069	32,069	33,177	(1,108)	(1,108)	-	100%
5500	Operations & Housekeeping	33,652	29,400	50,000	50,000	50,000	-	-	16,348	67%
5510	Utilities - Gas and Electric	42,922	54,000	60,000	60,000	60,000	-	-	17,078	72%
5605	Equipment Leases	15,804	15,000	20,000	20,000	20,000	-	-	4,196	79%
5610	Rent	372,476	442,888	478,664	446,911	446,911	-	31,753	74,435	83%
5615	Repairs and Maintenance - Building	23,817	40,000	50,000	50,000	50,000	-	-	26,183	48%
5617	Repairs and Maintenance - Other Equipment	1,001	2,000	2,000	2,000	2,000	-	-	999	50%

MAGNOLIA PUBLIC SCHOOLS - MSA-1
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5803	Accounting Fees	9,189	5,000	10,000	10,000	10,000	-	-	811	92%
5809	Banking Fees	372	1,500	1,500	1,400	1,400	-	100	1,028	27%
5813	School Programs - After School Program	136,831	150,000	150,000	150,000	150,000	-	-	13,169	91%
5814	School Programs - Academic Competitions	6,392	5,000	5,000	5,000	6,392	(1,392)	(1,392)	-	100%
5819	School Programs - Other	21,369	13,000	28,000	28,000	26,608	1,392	1,392	5,239	80%
5820	Consultants - Non Instructional	5,325	15,000	15,000	15,000	15,000	-	-	9,675	36%
5822	Other Professional Services	64,397	77,565	94,000	94,000	94,000	-	-	29,603	69%
5824	District Oversight Fees	44,954	52,519	53,055	52,805	52,957	(151)	98	8,003	85%
5830	Field Trips Expenses	13,513	21,765	33,765	33,765	33,765	-	-	20,253	40%
5833	Fines and Penalties	294	-	-	294	294	-	(294)	-	100%
5843	Interest - Loans Less than 1 Year	158,037	192,000	192,000	172,394	172,394	-	19,606	14,358	92%
5845	Legal Fees	9,475	20,000	40,000	40,000	40,000	-	-	30,525	24%
5851	Marketing and Student Recruiting	7,487	15,000	20,000	20,000	20,000	-	-	12,513	37%
5852	Receivable Sale Fees	-	-	-	5,182	-	5,182	-	-	
5857	Payroll Fees	17,365	26,400	26,400	26,400	26,400	-	-	9,035	66%
5861	Prior Yr Exp (not accrued)	18,219	-	18,219	18,219	18,219	-	-	-	100%
5863	Professional Development	61,282	119,100	150,100	150,100	150,100	-	-	88,818	41%
5869	Special Education Contract Instructors	51,281	100,000	75,000	75,000	75,000	-	-	23,719	68%
5872	Special Education Encroachment	68,020	79,907	79,137	78,411	78,677	(266)	460	10,657	86%
5884	Substitutes	18,870	54,280	30,000	30,000	30,000	-	-	11,130	63%
5887	Technology Services	31,856	46,200	46,200	46,200	46,200	-	-	14,344	69%
5898	Bad Debt Expense	2,484	-	2,484	2,484	2,484	-	(0)	-	100%
5899	Miscellaneous Operating Expenses	0	-	-	0	0	-	(0)	-	100%
5900	Communications	23,694	70,000	70,000	70,000	70,000	-	-	46,306	34%
5915	Postage and Delivery	3,827	10,000	10,000	10,000	10,000	-	-	6,173	38%
	SUBTOTAL - Services & Other Operating Exp.	**2,185,269**	**2,727,983**	**2,929,102**	**2,882,145**	**2,877,380**	**4,765**	**51,723**	**692,111**	**76%**

MAGNOLIA PUBLIC SCHOOLS - MSA-1
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
6000	**Capital Outlay**									
6100	Sites & Improvement of Sites	-	60,000	-	-	-	-	-	-	
6200	Buildings & Improvement of Buildings	75,222	-	500,000	500,000	500,000	-	-	424,778	15%
6400	Equipment	27,331	40,000	40,000	40,000	40,000	-	-	12,669	68%
	SUBTOTAL - Capital Outlay	**102,554**	**100,000**	**540,000**	**540,000**	**540,000**	**-**	**-**	**437,446**	**19%**
TOTAL EXPENSES		**5,753,261**	**6,729,072**	**7,877,283**	**7,809,288**	**7,805,553**	**3,736**	**71,730**	**2,052,291**	**74%**
6900	**Total Depreciation (includes Prior Years)**	**151,470**	**181,768**	**146,166**	**146,166**	**146,166**	**-**	**-**	**(5,304)**	**104%**
	TOTAL EXPENSES including Depreciation	**5,802,178**	**6,810,840**	**7,483,449**	**7,415,454**	**7,411,719**	**3,736**	**71,730**	**1,609,541**	**78%**

MAGNOLIA PUBLIC SCHOOLS - MSA-2
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY									
Revenue									
LCFF Entitlement	3,281,036	4,518,778	4,295,058	4,191,167	4,231,885	40,718	(63,173)	950,849	78%
Federal Revenue	305,390	344,735	522,541	436,287	436,284	(2)	(86,257)	130,894	70%
Other State Revenues	423,389	355,213	544,067	534,158	535,679	1,521	(8,388)	112,290	79%
Local Revenues	71,427	93,069	77,280	93,650	93,650	-	16,370	22,223	76%
Fundraising and Grants	22,152	25,000	27,722	27,722	27,722	-	-	5,571	80%
Total Revenue	**4,103,394**	**5,336,795**	**5,466,669**	**5,282,984**	**5,325,221**	**42,237**	**(141,448)**	**1,221,827**	**77%**
Expenses									
Compensation and Benefits (excl adjustment)	2,571,331	2,987,228	2,938,373	2,966,521	2,966,521	-	(28,148)	559,539	87%
Books and Supplies	405,751	259,858	451,104	458,104	458,104	-	(7,000)	52,354	89%
Services and Other Operating Expenditures	1,416,367	1,903,069	1,848,804	1,835,250	1,836,709	(1,460)	12,095	420,342	77%
Depreciation	28,330	34,000	53,602	53,602	53,602	-	-	25,272	53%
Total Expenses	**4,421,779**	**5,184,155**	**5,291,884**	**5,313,478**	**5,314,938**	**(1,460)**	**(23,054)**	**1,057,507**	**83%**
Operating Income Before One-Time Adjustment	**(318,385)**	**152,640**	**174,785**	**(30,494)**	**10,283**	**40,777**	**(164,502)**	**164,319**	**-3096%**
One-Time Compensation Adjustment			(164,349)	(164,349)	(164,349)				
Operating Income (including adjustment)			**10,436**	**(194,843)**	**(154,066)**				
Fund Balance									
Beginning Balance (Unaudited)	1,210,746	1,210,746	1,210,746	1,210,746	1,210,746				
Audit Adjustment	(69,796)	-	-	(69,796)	(69,796)				
Beginning Balance (Audited)	1,140,950	1,210,746	1,210,746	1,140,950	1,140,950				
Operating Income (including Depreciation)	(318,385)	152,640	174,785	(194,843)	(154,066)				
Ending Fund Balance	**822,565**	**1,363,386**	**1,385,531**	**946,107**	**986,884**				**83%**
Capital Outlay	**14,982**	**20,000**	**14,982**	**14,982**	**14,982**				**100%**
Total ADA		470.0	442.0	430.4	434.8	4.5	(7.1)		

MAGNOLIA PUBLIC SCHOOLS - MSA-2
Budget vs. Actuals
As of April 2017 Close

| | | Budget vs. Actual | | | | Budget | | | | |
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	2,039,840	2,968,874	2,822,615	2,699,665	2,715,125	15,460	(107,490)	675,285	75%
8012	Education Protection Account Entitlement	466,592	657,483	618,331	602,085	618,090	16,006	(241)	151,498	75%
8019	State Aid - Prior Years	1,173	-	402	1,173	1,173	-	771	-	100%
8096	Charter Schools in Lieu of Property Taxes	773,431	892,421	853,709	888,244	897,497	9,253	43,787	124,066	86%
	SUBTOTAL - LCFF Entitlement	3,281,036	4,518,778	4,295,058	4,191,167	4,231,885	40,718	(63,173)	950,849	78%
8100	**Federal Revenue**									
8181	Special Education - Entitlement	73,364	94,931	93,918	82,994	83,859	865	(10,059)	10,495	87%
8220	Child Nutrition Programs	85,168	-	165,224	165,224	165,224	-	-	80,055	52%
8291	Title I	134,778	143,672	155,425	157,858	157,858	-	2,433	23,080	85%
8292	Title II	832	2,088	2,088	1,963	1,963	-	(125)	1,131	42%
8293	Title III	-	1,197	-	-	-	-	-	-	
8296	Other Federal Revenue	8,208	102,847	102,847	25,208	24,341	(867)	(78,506)	16,133	34%
8299	All Other Federal Revenue	3,040	-	3,040	3,040	3,040	-	-	-	100%
	SUBTOTAL - Federal Income	305,390	344,735	522,541	436,287	436,284	(2)	(86,257)	130,894	70%
8300	**Other State Revenues**									
8319	Other State Apportionments - Prior Years	8,862	-	-	8,314	8,862	548	8,862	-	100%
8381	Special Education - Entitlement (State)	214,221	267,404	258,371	242,343	244,867	2,524	(13,504)	30,646	87%
8520	Child Nutrition - State	8,332	-	15,114	15,114	15,114	-	-	6,782	55%
8550	Mandated Cost Reimbursements	109,651	11,676	112,050	112,050	109,651	(2,399)	(2,399)	-	100%
8560	State Lottery Revenue	44,823	76,133	83,532	81,337	82,185	847	(1,348)	37,362	55%
8590	All Other State Revenue	37,500	-	75,000	75,000	75,000	-	-	37,500	50%
	SUBTOTAL - Other State Income	423,389	355,213	544,067	534,158	535,679	1,521	(8,388)	112,290	79%

MAGNOLIA PUBLIC SCHOOLS - MSA-2
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8600	**Other Local Revenue**									
8634	Food Service Sales	646	-	5,000	5,000	5,000	-	-	4,354	13%
8682	Summer Program	30,210	13,600	30,210	30,210	30,210	-	-	-	100%
8690	Other Local Revenue	3,012	20,881	20,881	20,881	20,881	-	-	17,869	14%
8714	COP Option 3 Grants	37,559	12,238	21,189	37,559	37,559	-	16,370	-	100%
8999	Uncategorized Revenue	-	-	-	-	-	-	-	-	
	SUBTOTAL - Local Revenues	71,427	93,069	77,280	93,650	93,650	-	16,370	22,223	76%
8800	**Donations/Fundraising**									
8801	Donations - Parents	85	550	550	550	550	-	-	465	15%
8802	Donations - Private	192	24,450	15,440	8,677	5,297	(3,380)	(10,143)	5,106	4%
8803	Fundraising	21,875	-	11,732	18,495	21,875	3,380	10,143	-	100%
	SUBTOTAL - Fundraising and Grants	22,152	25,000	27,722	27,722	27,722	-	0	5,571	80%
TOTAL REVENUE		**4,103,394**	**5,336,795**	**5,466,669**	**5,282,984**	**5,325,221**	**42,237**	**(141,448)**	**1,221,827**	**77%**

MAGNOLIA PUBLIC SCHOOLS - MSA-2
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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**	1,353,467	1,636,384	1,633,872	1,666,696	1,666,696	-	(32,824)	313,229	81%
1300 **Certificated Supervisor & Administrator Salaries**	270,644	311,892	358,258	358,258	358,258	-	-	87,614	76%
SUBTOTAL - Certificated Employees	**1,624,111**	**1,948,276**	**1,992,130**	**2,024,954**	**2,024,954**	**-**	**(32,824)**	**400,843**	**80%**
Classified Employees Summary									
2400 **Classified Clerical & Office Salaries**	159,216	187,500	200,732	200,732	200,732	-	-	41,516	79%
2900 **Classified Other Salaries**	179,943	191,105	216,515	203,615	203,615	-	12,900	23,672	88%
SUBTOTAL - Classified Employees	**339,159**	**378,605**	**417,246**	**404,346**	**404,346**	**-**	**12,900**	**65,187**	**84%**
Employee Benefits Summary									
3100 **STRS**	209,278	242,200	246,398	250,527	250,527	-	(4,129)	41,249	84%
3200 **PERS**	38,536	28,074	44,465	51,073	51,073	-	(6,608)	12,537	75%
3300 **OASDI-Medicare-Alternative**	51,669	58,961	62,480	61,969	61,969	-	511	10,301	83%
3400 **Health & Welfare Benefits**	286,474	299,700	308,674	306,440	306,440	-	2,234	19,966	93%
3500 **Unemployment Insurance**	1,066	1,163	4,199	4,207	4,207	-	(8)	3,141	25%
3600 **Workers Comp Insurance**	21,038	30,249	27,130	27,354	27,354	-	(224)	6,316	77%
SUBTOTAL - Employee Benefits	**608,061**	**660,347**	**693,346**	**701,570**	**701,570**	**-**	**(8,225)**	**93,509**	**87%**

MAGNOLIA PUBLIC SCHOOLS - MSA-2
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget					
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	73,634	25,000	69,000	73,634	73,634	-	(4,634)	-	100%
4200	Books & Other Reference Materials	6,411	10,000	6,000	6,138	6,411	(274)	(411)	-	100%
4315	Custodial Supplies	127	6,000	6,000	2,000	2,000	-	4,000	1,873	6%
4320	Educational Software	14,075	30,000	17,900	17,900	17,900	-	-	3,825	79%
4325	Instructional Materials & Supplies	22,541	25,558	11,000	21,000	22,541	(1,541)	(11,541)	-	100%
4326	Art & Music Supplies	-	1,500	-	-	-	-	-	-	
4330	Office Supplies	17,949	27,200	29,000	22,880	20,574	2,306	8,427	2,625	87%
4340	Professional Development Supplies	760	2,300	2,300	1,650	1,650	-	650	890	46%
4345	Non Instructional Student Materials & Supplies	8,144	9,058	9,500	9,400	9,400	-	100	1,256	87%
4346	Teacher Supplies	288	250	737	737	737	-	-	449	39%
4350	Uniforms	-	500	-	-	-	-	-	-	
4400	Noncapitalized Equipment	16,626	30,000	15,848	16,626	16,626	-	(778)	-	100%
4410	Classroom Furniture, Equipment & Supplies	10,593	15,000	10,079	10,593	10,593	-	(513)	-	100%
4420	Computers (individual items less than $5k)	2,312	-	2,100	2,317	2,317	-	(217)	6	100%
4430	Non Classroom Related Furniture, Equipment & Su	5,657	10,000	5,918	5,918	5,918	-	-	261	96%
4700	Food	216,552	64,492	257,723	257,723	257,723	-	-	41,170	84%
4720	Other Food	10,081	3,000	8,000	9,590	10,081	(491)	(2,081)	-	100%
	SUBTOTAL - Books and Supplies	**405,751**	**259,858**	**451,104**	**458,104**	**458,104**	**0**	**(7,000)**	**52,354**	**89%**

MAGNOLIA PUBLIC SCHOOLS - MSA-2
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000	**Services & Other Operating Expenses**									
5101	Shared Management Fee - CMO	765,228	972,192	918,273	918,273	918,273	-	-	153,046	83%
5102	Direct CMO Fee (Shared Staff)	28,780	34,890	34,536	34,536	34,536	-	-	5,756	83%
5210	Conference Fees	310	20,000	5,000	4,000	4,000	-	1,000	3,690	8%
5215	Travel - Mileage, Parking, Tolls	1,523	5,000	2,500	2,500	2,500	-	-	977	61%
5220	Travel and Lodging	-	5,000	3,000	500	500	-	2,500	500	0%
5225	Travel - Meals & Entertainment	-	6,000	-	-	-	-	-	-	
5300	Dues & Memberships	3,461	6,000	6,000	6,000	4,555	1,445	1,445	1,094	76%
5450	Insurance - Other	24,420	24,209	22,975	22,975	24,420	(1,445)	(1,445)	-	100%
5500	Operations & Housekeeping	17,957	-	130,000	127,000	127,000	-	3,000	109,043	14%
5605	Equipment Leases	10,433	12,000	10,000	13,000	13,000	-	(3,000)	2,567	80%
5610	Rent	-	179,794	-	-	-	-	-	-	
5615	Repairs and Maintenance - Building	7,098	5,000	5,000	8,000	8,000	-	(3,000)	902	89%
5617	Repairs and Maintenance - Other Equipment	-	2,000	-	-	-	-	-	-	
5803	Accounting Fees	7,668	8,345	15,000	8,000	8,000	-	7,000	332	96%
5809	Banking Fees	372	1,000	1,000	1,000	1,000	-	-	628	37%
5813	School Programs - After School Program	685	3,605	3,605	1,605	1,605	-	2,000	920	43%
5814	School Programs - Academic Competitions	1,776	1,000	1,000	1,511	1,776	(265)	(776)	-	100%
5815	Consultants - Instructional	-	5,000	-	-	-	-	-	-	
5819	School Programs - Other	6,110	13,000	13,000	6,000	6,110	(110)	6,890	-	100%
5820	Consultants - Non Instructional	18,717	23,000	23,000	23,000	23,000	-	-	4,283	81%
5822	Other Professional Services	38,502	67,234	89,000	60,000	60,000	-	29,000	21,498	64%
5824	District Oversight Fees	36,235	45,188	42,951	41,912	42,319	(407)	632	6,084	86%

MAGNOLIA PUBLIC SCHOOLS - MSA-2
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5830	Field Trips Expenses	18,018	25,000	20,000	20,000	20,000	-	-	1,982	90%
5843	Interest - Loans Less than 1 Year	58	-	58	58	58	-	-	-	100%
5845	Legal Fees	16,985	30,000	40,000	25,000	25,000	-	15,000	8,015	68%
5851	Marketing and Student Recruiting	20,792	24,000	24,000	24,000	24,000	-	-	3,208	87%
5857	Payroll Fees	14,680	21,327	21,327	21,327	21,327	-	-	6,647	69%
5861	Prior Yr Exp (not accrued)	29,955	-	27,403	29,955	29,955	-	(2,552)	-	100%
5863	Professional Development	38,875	77,100	101,000	80,000	80,000	-	21,000	41,125	49%
5869	Special Education Contract Instructors	93,149	80,000	105,000	105,000	105,000	-	-	11,851	89%
5872	Special Education Encroachment	57,517	72,467	70,458	65,067	65,745	(678)	4,713	8,228	87%
5884	Substitutes	91,811	45,000	35,000	105,130	105,130	-	(70,130)	13,319	87%
5887	Technology Services	53,805	53,316	53,316	53,316	54,316	(1,000)	(1,000)	511	99%
5899	Miscellaneous Operating Expenses	(0)	-	-	-	-	-	-	0	
5900	Communications	4,846	30,000	20,000	20,000	18,980	1,020	1,020	14,134	26%
5915	Postage and Delivery	6,604	5,402	5,402	6,584	6,604	(20)	(1,202)	-	100%
	SUBTOTAL - Services & Other Operating Exp.	**1,416,367**	**1,903,069**	**1,848,804**	**1,835,250**	**1,836,709**	**(1,460)**	**12,095**	**420,342**	**77%**
6000	**Capital Outlay**									
6100	Sites & Improvement of Sites	-	20,000	-	-	-	-	-	-	
6400	Equipment	14,982	-	14,982	14,982	14,982	-	-	-	100%
	SUBTOTAL - Capital Outlay	**14,982**	**20,000**	**14,982**	**14,982**	**14,982**	**-**	**-**	**-**	**100%**
TOTAL EXPENSES		**4,408,431**	**5,170,155**	**5,417,612**	**5,439,207**	**5,440,666**	**(1,460)**	**(23,054)**	**1,032,235**	**81%**
6900	**Total Depreciation (includes Prior Years)**	**28,330**	**34,000**	**53,602**	**53,602**	**53,602**	**-**	**-**	**25,272**	**53%**
	TOTAL EXPENSES including Depreciation	**4,421,779**	**5,184,155**	**5,456,233**	**5,477,827**	**5,479,287**	**(1,460)**	**(23,054)**	**1,057,507**	**81%**

MAGNOLIA PUBLIC SCHOOLS - MSA-3
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual			Budget					
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY									
Revenue									
LCFF Entitlement	3,324,337	4,245,387	4,352,807	4,335,185	4,249,844	(85,341)	(102,963)	925,507	78%
Federal Revenue	358,812	574,033	493,745	495,466	493,878	(1,588)	133	135,066	73%
Other State Revenues	554,700	694,406	879,335	691,766	683,539	(8,227)	(195,796)	128,839	81%
Local Revenues	48,164	24,785	40,114	46,402	47,039	637	6,924	(1,125)	102%
Fundraising and Grants	13,088	19,018	19,018	19,046	19,046	-	28	5,957	69%
Total Revenue	**4,299,100**	**5,557,629**	**5,785,019**	**5,587,864**	**5,493,345**	**(94,519)**	**(291,674)**	**1,194,245**	**78%**
Expenses									
Compensation and Benefits (excl adjustment)	2,710,141	2,812,109	3,184,511	3,159,823	3,158,626	1,197	25,885	634,515	86%
Books and Supplies	324,768	454,542	401,887	417,526	426,976	(9,451)	(25,089)	102,209	76%
Services and Other Operating Expenditures	1,467,162	1,935,913	2,087,914	2,019,118	2,018,236	882	69,678	551,074	73%
Depreciation	10,000	12,000	19,096	19,096	19,096	-	-	9,096	52%
Total Expenses	**4,512,070**	**5,214,564**	**5,693,409**	**5,615,563**	**5,622,934**	**(7,371)**	**70,474**	**1,296,894**	**80%**
Operating Income Before One-Time Adjustment	**(212,970)**	**343,065**	**91,611**	**(27,699)**	**(129,589)**	**(101,890)**	**(221,200)**	**(102,649)**	**164%**
One-Time Compensation Adjustment			(186,030)	(186,030)	(186,030)				
Operating Income (including adjustment)			**(94,419)**	**(213,729)**	**(315,619)**				
Fund Balance									
Beginning Balance (Unaudited)	976,777	976,777	976,777	976,777	976,777				
Audit Adjustment	(1,355)	-	-	(1,355)	(1,355)				
Beginning Balance (Audited)	975,422	976,777	976,777	975,422	975,422				
Operating Income (including Depreciation)	(212,970)	343,065	91,611	(213,729)	(315,619)				
Ending Fund Balance	**762,452**	**1,319,842**	**1,068,388**	**761,693**	**659,803**				**116%**
Capital Outlay	**-**	**70,000**	**70,000**	**-**	**-**				
Total ADA		**434.3**	**443.9**	**441.9**	**433.4**	**(8.5)**	**(10.5)**		

MAGNOLIA PUBLIC SCHOOLS - MSA-3
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual			Budget					
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	2,071,159	2,817,402	2,891,605	2,818,642	2,750,771	(67,871)	(140,834)	679,612	75%
8012	Education Protection Account Entitlement	473,264	603,366	603,366	603,366	603,366	-	-	130,103	78%
8019	State Aid - Prior Years	1,162	-	399	1,162	1,162	-	763	-	100%
8096	Charter Schools in Lieu of Property Taxes	778,752	824,619	857,437	912,015	894,545	(17,470)	37,108	115,793	87%
	SUBTOTAL - LCFF Entitlement	3,324,337	4,245,387	4,352,807	4,335,185	4,249,844	(85,341)	(102,963)	925,507	78%
8100	**Federal Revenue**									
8181	Special Education - Entitlement	73,813	87,719	86,783	85,215	83,583	(1,632)	(3,199)	9,770	88%
8220	Child Nutrition Programs	125,644	299,549	210,236	210,236	210,236	-	-	84,592	60%
8291	Title I	147,889	149,718	155,755	159,360	159,360	-	3,605	11,471	93%
8292	Title II	956	6,110	6,110	1,845	1,845	-	(4,265)	889	52%
8293	Title III	-	437	-	-	-	-	-	-	
8296	Other Federal Revenue	6,104	30,500	30,500	34,448	34,448	-	3,948	28,344	18%
8297	PY Federal - Not Accrued	302	-	258	258	302	44	44	-	100%
8299	All Other Federal Revenue	4,104	-	4,104	4,104	4,104	-	-	-	100%
	SUBTOTAL - Federal Income	358,812	574,033	493,745	495,466	493,878	(1,588)	133	135,066	73%
8300	**Other State Revenues**									
8319	Other State Apportionments - Prior Years	8,634	-	6,765	8,124	8,634	510	1,869	-	100%
8381	Special Education - Entitlement (State)	215,533	247,088	247,058	248,828	244,062	(4,766)	(2,996)	28,529	88%
8520	Child Nutrition - State	10,184	25,955	18,925	18,925	18,925	-	-	8,741	54%
8545	School Facilities Apportionments	-	190,316	190,316	-	-	-	(190,316)	-	
8550	Mandated Cost Reimbursements	105,004	10,698	107,374	107,374	105,004	(2,370)	(2,370)	-	100%
8560	State Lottery Revenue	42,845	70,349	83,897	83,514	81,914	(1,600)	(1,983)	39,069	52%
8590	All Other State Revenue	37,500	-	75,000	75,000	75,000	-	-	37,500	50%
8596	ASES	135,000	150,000	150,000	150,000	150,000	-	-	15,000	90%
	SUBTOTAL - Other State Income	554,700	694,406	879,335	691,766	683,539	(8,227)	(195,796)	128,839	81%

MAGNOLIA PUBLIC SCHOOLS - MSA-3
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8600	**Other Local Revenue**									
8634	Food Service Sales	1,943	500	500	1,306	1,943	637	1,443	-	100%
8682	Summer Program	27,931	10,200	27,931	27,931	27,931	-	-	-	100%
8690	Other Local Revenue	3,269	5,000	5,000	5,000	5,000	-	-	1,731	65%
8714	COP Option 3 Grants	12,164	9,085	6,683	12,164	12,164	-	5,481	0	100%
8999	Uncategorized Revenue	2,856	-	-	-	-	-	-	(2,856)	
	SUBTOTAL - Local Revenues	48,164	24,785	40,114	46,402	47,039	637	6,924	(1,125)	102%
8800	**Donations/Fundraising**									
8801	Donations - Parents	-	14,518	1,900	1,900	1,900	-	-	1,900	0%
8802	Donations - Private	-	4,500	4,500	4,500	4,057	(443)	(443)	4,057	0%
8803	Fundraising	13,088	-	12,618	12,645	13,088	443	471	-	100%
	SUBTOTAL - Fundraising and Grants	13,088	19,018	19,018	19,046	19,046	-	28	5,957	69%
TOTAL REVENUE		**4,299,100**	**5,557,629**	**5,785,019**	**5,587,864**	**5,493,345**	**(94,519)**	**(291,674)**	**1,194,245**	**78%**

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MAGNOLIA PUBLIC SCHOOLS - MSA-3
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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**	1,362,517	1,539,857	1,695,620	1,655,987	1,655,987	-	39,633	293,469	82%
1300 **Certificated Supervisor & Administrator Salaries**	364,036	250,512	454,829	481,970	481,970	-	(27,142)	117,934	76%
SUBTOTAL - Certificated Employees	1,726,554	1,790,369	2,150,449	2,137,957	2,137,957	-	12,492	411,403	81%
Classified Employees Summary									
2400 **Classified Clerical & Office Salaries**	175,207	107,832	214,146	214,146	214,146	-	-	38,939	82%
2900 **Classified Other Salaries**	189,791	262,278	229,912	229,053	229,053	-	859	39,262	83%
SUBTOTAL - Classified Employees	364,998	370,110	444,058	443,199	443,199	-	859	78,201	82%
Employee Benefits Summary									
3100 **STRS**	216,232	221,454	267,028	261,413	263,559	(2,145)	3,469	47,327	82%
3200 **PERS**	37,049	36,897	60,105	61,155	58,869	2,285	1,236	21,820	63%
3300 **OASDI-Medicare-Alternative**	55,861	60,337	67,727	68,340	67,283	1,057	445	11,421	83%
3400 **Health & Welfare Benefits**	285,789	303,750	347,668	340,443	340,443	-	7,226	54,654	84%
3500 **Unemployment Insurance**	1,160	1,106	4,291	4,282	4,282	-	9	3,123	27%
3600 **Workers Comp Insurance**	22,498	28,085	29,214	29,064	29,064	-	150	6,566	77%
SUBTOTAL - Employee Benefits	618,589	651,630	776,034	764,697	763,500	1,197	12,534	144,910	81%

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MAGNOLIA PUBLIC SCHOOLS - MSA-3
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual			Budget					
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	20,867	10,000	20,000	20,867	20,867	-	(867)	-	100%
4200	Books & Other Reference Materials	654	15,000	5,000	3,185	3,185	-	1,815	2,531	21%
4315	Custodial Supplies	-	77	77	77	77	-	-	77	0%
4320	Educational Software	13,292	16,000	16,000	16,000	16,000	-	-	2,708	83%
4325	Instructional Materials & Supplies	40,975	25,000	25,000	33,389	40,975	(7,586)	(15,975)	-	100%
4330	Office Supplies	12,886	20,200	20,200	17,700	17,700	-	2,500	4,814	73%
4345	Non Instructional Student Materials & Supplies	11,132	10,000	10,000	10,000	11,132	(1,132)	(1,132)	-	100%
4350	Uniforms	3,223	5,000	5,000	5,000	5,000	-	-	1,777	64%
4410	Classroom Furniture, Equipment & Supplies	6,642	-	5,000	5,743	6,642	(899)	(1,642)	-	100%
4420	Computers (individual items less than $5k)	20,658	11,500	11,500	20,528	20,658	(130)	(9,158)	-	100%
4430	Non Classroom Related Furniture, Equipment & Su	7,247	10,000	10,000	10,000	8,971	1,029	1,029	1,724	81%
4700	Food	179,412	329,264	264,110	265,037	265,770	(733)	(1,660)	86,358	68%
4720	Other Food	7,781	2,500	10,000	10,000	10,000	-	-	2,219	78%
	SUBTOTAL - Books and Supplies	**324,768**	**454,542**	**401,887**	**417,526**	**426,976**	**(9,451)**	**(25,089)**	**102,209**	**76%**
5000	**Services & Other Operating Expenses**									
5100	Subagreements for Services	-	-	-	-	-	-	-	-	
5101	Shared Management Fee - CMO	765,228	881,049	918,273	918,273	918,273	-	-	153,046	83%
5102	Direct CMO Fee (Shared Staff)	29,393	33,176	35,271	35,271	35,271	-	-	5,879	83%
5200	Travel & Conferences	-	-	-	-	-	-	-	-	
5210	Conference Fees	5,209	10,000	10,000	5,300	5,300	-	4,700	91	98%
5215	Travel - Mileage, Parking, Tolls	178	10,000	10,000	4,000	4,000	-	6,000	3,822	4%
5220	Travel and Lodging	-	505	505	505	505	-	-	505	0%
5300	Dues & Memberships	3,905	10,000	10,000	10,000	10,000	-	-	6,095	39%
5450	Insurance - Other	22,812	22,516	22,813	22,813	22,813	-	-	1	100%
5500	Operations & Housekeeping	633	5,000	5,000	4,500	3,991	509	1,009	3,359	16%
5605	Equipment Leases	16,609	15,600	15,600	16,100	16,609	(509)	(1,009)	-	100%
5610	Rent	-	253,755	210,000	222,267	222,267	-	(12,267)	222,267	0%
5615	Repairs and Maintenance - Building	7,296	10,500	10,500	10,500	10,500	-	-	3,204	69%
5617	Repairs and Maintenance - Other Equipment	-	1,500	1,500	1,500	1,500	-	-	1,500	0%
5803	Accounting Fees	7,831	5,000	10,000	10,000	10,000	-	-	2,169	78%
5809	Banking Fees	404	500	500	500	500	-	-	96	81%
5813	School Programs - After School Program	135,000	150,000	150,000	150,000	150,000	-	-	15,000	90%
5814	School Programs - Academic Competitions	1,057	500	500	1,057	1,057	-	(557)	-	100%
5819	School Programs - Other	7,157	-	-	7,157	7,157	-	(7,157)	-	100%
5820	Consultants - Non Instructional	6,907	12,000	12,000	7,000	7,000	-	5,000	93	99%
5822	Other Professional Services	86,160	75,944	114,944	84,944	86,160	(1,216)	28,784	-	100%
5824	District Oversight Fees	36,914	42,454	43,528	43,352	42,498	853	1,030	5,585	87%
5830	Field Trips Expenses	11,278	20,000	25,000	25,000	25,000	-	-	13,722	45%
5833	Fines and Penalties	72	100	100	100	100	-	-	28	72%
5845	Legal Fees	2,325	20,000	50,000	20,000	20,000	-	30,000	17,675	12%
5851	Marketing and Student Recruiting	11,108	30,000	15,000	15,000	15,000	-	-	3,892	74%
5857	Payroll Fees	16,006	24,000	24,000	24,000	24,000	-	-	7,994	67%
5861	Prior Yr Exp (not accrued)	17,353	-	13,258	17,318	17,353	(35)	(4,095)	-	100%
5863	Professional Development	33,712	42,100	93,100	66,100	66,100	-	27,000	32,388	51%
5869	Special Education Contract Instructors	43,655	51,500	58,500	58,500	58,500	-	-	14,845	75%
5872	Special Education Encroachment	57,869	66,961	66,768	66,809	65,529	1,280	1,239	7,660	88%
5875	Staff Recruiting	18	54	54	54	54	-	-	36	34%
5884	Substitutes	74,584	55,000	75,000	85,000	85,000	-	(10,000)	10,416	88%

MAGNOLIA PUBLIC SCHOOLS - MSA-3
Budget vs. Actuals
As of April 2017 Close

			Budget vs. Actual			Budget					
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5887	Technology Services	45,712	49,700	49,700	49,700	49,700	-	-	3,988	92%
5899	Miscellaneous Operating Expenses	0	-	-	0	0	-	(0)	-	100%
5900	Communications	16,161	30,000	30,000	30,000	30,000	-	-	13,839	54%
5915	Postage and Delivery	4,619	6,500	6,500	6,500	6,500	-	-	1,881	71%
	SUBTOTAL - Services & Other Operating Exp.	**1,467,162**	**1,935,913**	**2,087,914**	**2,019,118**	**2,018,236**	**882**	**69,678**	**551,074**	**73%**
6000	**Capital Outlay**									
6100	Sites & Improvement of Sites	-	20,000	20,000	-	-	-	20,000	-	
6410	Computers (capitalizable items)	-	50,000	50,000	-	-	-	50,000	-	
	SUBTOTAL - Capital Outlay	**-**	**70,000**	**70,000**	**-**	**-**	**-**	**70,000**	**-**	
	TOTAL EXPENSES	**4,502,070**	**5,272,564**	**5,930,342**	**5,782,497**	**5,789,868**	**(7,371)**	**140,474**	**1,287,798**	**78%**
6900	**Total Depreciation (includes Prior Years)**	**10,000**	**12,000**	**19,096**	**19,096**	**19,096**	**-**	**-**	**9,096**	**52%**
	TOTAL EXPENSES including Depreciation	**4,512,070**	**5,214,564**	**5,879,439**	**5,801,593**	**5,808,964**	**(7,371)**	**70,474**	**1,296,894**	**78%**

MAGNOLIA PUBLIC SCHOOLS - MSA-4
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY									
Revenue									
LCFF Entitlement	1,377,439	1,772,032	1,818,445	1,826,729	1,825,155	(1,574)	6,710	447,716	75%
Federal Revenue	144,395	252,308	247,687	250,316	250,282	(34)	2,595	105,887	58%
Other State Revenues	195,507	141,453	267,852	273,092	266,779	(6,312)	(1,073)	71,272	73%
Local Revenues	28,110	20,867	22,430	27,978	28,311	333	5,880	201	99%
Fundraising and Grants	19,228	10,000	12,374	12,374	19,228	6,854	6,854	-	100%
Total Revenue	**1,764,678**	**2,196,660**	**2,368,788**	**2,390,488**	**2,389,755**	**(734)**	**20,966**	**625,076**	**74%**
Expenses									
Compensation and Benefits (excl adjustment)	987,322	1,172,519	1,212,821	1,167,494	1,167,494	-	45,326	262,867	85%
Books and Supplies	86,809	158,736	132,807	120,875	120,875	0	11,932	34,066	72%
Services and Other Operating Expenditures	508,809	667,206	701,330	747,989	747,989	(0)	(46,659)	239,181	68%
Depreciation	7,680	9,221	15,656	15,656	15,656	-	-	7,976	49%
Total Expenses	**1,590,620**	**2,007,682**	**2,062,614**	**2,052,014**	**2,052,014**	**(0)**	**10,599**	**544,090**	**78%**
Operating Income Before One-Time Adjustment	**174,059**	**188,978**	**306,175**	**338,474**	**337,740**	**(734)**	**31,565**	**80,987**	**52%**
One-Time Compensation Adjustment			(82,695)	(82,695)	(82,695)				
Operating Income (including adjustment)			**223,480**	**255,779**	**255,045**				
Fund Balance									
Beginning Balance (Unaudited)	763,641	567,722	567,722	763,641	763,641				
Audit Adjustment	(101,149)	-	-	(101,149)	(101,149)				
Beginning Balance (Audited)	662,491	567,722	567,722	662,491	662,491				
Operating Income (including Depreciation)	174,059	188,978	306,175	255,779	255,045				
Ending Fund Balance	**836,550**	**756,700**	**873,897**	**918,270**	**917,537**				**91%**
Capital Outlay	**-**	**-**	**-**	**-**	**-**				
Total ADA		**180.5**	**186.2**	**186.7**	**186.5**	**(0.2)**	**0.3**		

MAGNOLIA PUBLIC SCHOOLS - MSA-4
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	845,718	1,168,273	1,189,233	1,170,833	1,165,560	(5,274)	(23,673)	319,842	73%
8012	Education Protection Account Entitlement	206,885	261,084	269,461	270,143	274,206	4,063	4,745	67,321	75%
8019	State Aid - Prior Years	376	-	-	376	376	-	376	-	100%
8096	Charter Schools in Lieu of Property Taxes	324,460	342,675	359,751	385,377	385,013	(364)	25,262	60,553	84%
	SUBTOTAL - LCFF Entitlement	1,377,439	1,772,032	1,818,445	1,826,729	1,825,155	(1,574)	6,710	447,716	75%
8100	**Federal Revenue**									
8181	Special Education - Entitlement	30,741	36,925	36,063	36,008	35,974	(34)	(89)	5,233	85%
8220	Child Nutrition Programs	18,516	25,038	21,841	21,841	21,841	-	-	3,325	85%
8291	Title I	51,610	59,536	58,233	59,695	59,695	-	1,462	8,085	86%
8292	Title II	656	2,380	2,380	722	722	-	(1,658)	66	91%
8296	Other Federal Revenue	41,813	128,106	128,106	130,986	130,986	-	2,879	89,172	32%
8297	PY Federal - Not Accrued	(6)	-	-	-	-	-	-	6	
8299	All Other Federal Revenue	1,064	-	1,064	1,064	1,064	-	-	-	100%
	SUBTOTAL - Federal Income	144,395	252,308	247,687	250,316	250,282	(34)	2,595	105,887	58%
8300	**Other State Revenues**									
8319	Other State Apportionments - Prior Years	5,805	-	10,440	10,440	5,805	(4,635)	(4,635)	-	100%
8381	Special Education - Entitlement (State)	89,763	104,034	99,993	105,144	105,044	(99)	5,051	15,281	85%
8520	Child Nutrition - State	1,281	2,522	2,031	2,031	2,031	-	-	750	63%
8550	Mandated Cost Reimbursements	43,643	5,663	45,188	45,188	43,643	(1,545)	(1,545)	-	100%
8560	State Lottery Revenue	17,515	29,234	35,200	35,289	35,256	(33)	56	17,741	50%
8590	All Other State Revenue	37,500	-	75,000	75,000	75,000	-	-	37,500	50%
	SUBTOTAL - Other State Income	195,507	141,453	267,852	273,092	266,779	(6,312)	(1,073)	71,272	73%

MAGNOLIA PUBLIC SCHOOLS - MSA-4
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8600	**Other Local Revenue**									
8634	Food Service Sales	971	167	554	639	971	333	418	-	100%
8682	Summer Program	16,360	10,200	16,360	16,360	16,360	-	-	-	100%
8699	All Other Local Revenue	299	500	500	500	500	-	-	201	60%
8714	COP Option 3 Grants	10,480	10,000	5,017	10,480	10,480	-	5,463	-	100%
8999	Uncategorized Revenue	-	-	-	-	-	-	-	-	
	SUBTOTAL - Local Revenues	28,110	20,867	22,430	27,978	28,311	333	5,880	201	99%
8800	**Donations/Fundraising**									
8803	Fundraising	19,228	-	12,374	12,374	19,228	6,854	6,854	-	100%
	SUBTOTAL - Fundraising and Grants	19,228	10,000	12,374	12,374	19,228	6,854	6,854	-	100%
TOTAL REVENUE		1,764,678	2,196,660	2,368,788	2,390,488	2,389,755	(734)	20,966	625,076	74%

MAGNOLIA PUBLIC SCHOOLS - MSA-4
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual			Budget					
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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**	504,518	566,257	675,264	651,952	651,952	-	23,313	147,434	77%
1300 **Certificated Supervisor & Administrator Salaries**	200,210	290,961	255,957	255,957	255,957	-	-	55,747	78%
SUBTOTAL - Certificated Employees	**704,728**	**857,218**	**931,221**	**907,908**	**907,908**	**-**	**23,313**	**203,181**	**78%**
Classified Employees Summary									
2400 **Classified Clerical & Office Salaries**	45,936	47,609	58,307	58,307	58,307	-	-	12,370	79%
2900 **Classified Other Salaries**	15,359	12,000	35,053	20,053	20,053	-	15,000	4,695	77%
SUBTOTAL - Classified Employees	**61,295**	**59,609**	**93,360**	**78,360**	**78,360**	**-**	**15,000**	**17,065**	**78%**
Employee Benefits Summary									
3100 **STRS**	88,977	107,838	115,984	112,957	112,957	-	3,027	23,980	79%
3200 **PERS**	4,851	5,328	5,200	5,200	5,200	-	-	349	93%
3300 **OASDI-Medicare-Alternative**	18,929	17,111	20,679	19,168	19,168	-	1,510	239	99%
3400 **Health & Welfare Benefits**	98,437	114,413	114,026	112,001	112,001	-	2,025	13,565	88%
3500 **Unemployment Insurance**	482	458	3,510	3,490	3,490	-	20	3,008	14%
3600 **Workers Comp Insurance**	9,624	10,544	11,537	11,105	11,105	-	431	1,481	87%
SUBTOTAL - Employee Benefits	**221,300**	**255,692**	**270,935**	**263,921**	**263,921**	**-**	**7,014**	**42,622**	**84%**

MAGNOLIA PUBLIC SCHOOLS - MSA-4
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	12,819	23,220	23,220	13,220	13,220	-	10,000	401	97%
4320	Educational Software	2,791	5,000	5,000	5,000	5,000	-	-	2,209	56%
4325	Instructional Materials & Supplies	10,234	15,000	15,000	10,000	10,234	(234)	4,766	-	100%
4330	Office Supplies	12,709	8,200	12,000	17,000	16,766	234	(4,766)	4,057	76%
4345	Non Instructional Student Materials & Supplies	1,616	35,000	9,000	9,000	9,000	-	-	7,384	18%
4400	Noncapitalized Equipment	869	1,000	1,000	1,000	1,000	-	-	131	87%
4410	Classroom Furniture, Equipment & Supplies	1,121	8,000	5,000	4,900	3,324	1,576	1,676	2,203	34%
4420	Computers (individual items less than $5k)	11,676	29,500	10,000	10,100	11,676	(1,576)	(1,676)	-	100%
4700	Food	30,051	30,316	45,587	45,655	45,655	0	(68)	15,603	66%
4720	Other Food	2,923	3,500	7,000	5,000	5,000	-	2,000	2,077	58%
	SUBTOTAL - Books and Supplies	**86,809**	**158,736**	**132,807**	**120,875**	**120,875**	**0**	**11,932**	**34,066**	**72%**
5000	**Services & Other Operating Expenses**									
5101	Shared Management Fee - CMO	63,329	72,914	75,995	75,995	75,995	-	-	12,666	83%
5102	Direct CMO Fee (Shared Staff)	12,340	13,260	14,807	14,807	14,807	-	-	2,468	83%
5200	Travel & Conferences	1,028	4,000	4,000	4,000	4,000	-	-	2,972	26%
5210	Conference Fees	100	5,000	5,000	5,000	5,000	-	-	4,900	2%
5300	Dues & Memberships	4,305	3,400	3,400	4,305	4,305	-	(905)	-	100%
5450	Insurance - Other	11,054	14,446	11,056	11,056	11,056	-	-	2	100%
5500	Operations & Housekeeping	636	-	484	484	484	-	-	(152)	131%
5605	Equipment Leases	11,248	6,000	8,000	13,149	13,149	-	(5,149)	1,901	86%
5610	Rent	86,526	150,215	103,831	103,831	103,831	-	-	17,305	83%
5615	Repairs and Maintenance - Building	752	1,000	1,000	1,000	1,000	-	-	248	75%
5803	Accounting Fees	3,288	4,406	8,000	8,000	8,000	-	-	4,712	41%
5809	Banking Fees	389	515	515	515	515	-	-	126	75%
5813	School Programs - After School Program	1,667	-	-	2,000	2,000	-	(2,000)	333	83%
5814	School Programs - Academic Competitions	2,207	-	1,000	2,500	2,500	-	(1,500)	293	88%
5819	School Programs - Other	1,541	-	-	1,500	1,543	(43)	(1,543)	2	100%
5820	Consultants - Non Instructional	5,106	2,493	9,516	9,516	9,516	-	-	4,410	54%
5822	Other Professional Services	19,322	54,844	64,000	62,386	62,386	-	1,614	43,065	31%

MAGNOLIA PUBLIC SCHOOLS - MSA-4
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5824	District Oversight Fees	15,365	17,720	18,184	18,267	18,252	16	(67)	2,886	84%
5830	Field Trips Expenses	7,273	20,000	20,000	15,000	15,000	-	5,000	7,727	48%
5833	Fines and Penalties	29	-	29	29	29	-	-	-	100%
5845	Legal Fees	6,675	5,000	15,000	15,000	15,000	-	-	8,325	45%
5851	Marketing and Student Recruiting	10,742	7,000	20,000	15,000	15,000	-	5,000	4,258	72%
5857	Payroll Fees	9,330	3,000	9,600	9,600	9,600	-	-	270	97%
5861	Prior Yr Exp (not accrued)	(1,781)	-	488	-	-	-	488	1,781	
5863	Professional Development	7,588	29,000	54,000	54,000	54,000	-	-	46,412	14%
5869	Special Education Contract Instructors	54,269	50,000	50,000	87,000	87,000	-	(37,000)	32,731	62%
5872	Special Education Encroachment	24,101	28,192	28,192	28,230	28,204	27	(12)	4,103	85%
5884	Substitutes	33,905	25,200	25,200	37,700	37,700	-	(12,500)	3,795	90%
5887	Technology Services	38,610	57,000	57,000	57,000	57,000	-	-	18,390	68%
5893	Transportation - Student	56,987	65,000	67,000	67,000	67,000	-	-	10,013	85%
5898	Bad Debt Expense	32	-	32	32	32	-	-	-	100%
5899	Miscellaneous Operating Expenses	85	-	-	85	85	-	(85)	-	100%
5900	Communications	18,982	24,000	24,000	22,000	22,000	-	2,000	3,018	86%
5915	Postage and Delivery	1,781	3,600	2,000	2,000	2,000	-	-	219	89%
	SUBTOTAL - Services & Other Operating Exp.	**508,809**	**667,206**	**701,330**	**747,989**	**747,989**	**(0)**	**(46,659)**	**239,181**	**68%**
6000	**Capital Outlay**									
	SUBTOTAL - Capital Outlay	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL EXPENSES		**1,582,940**	**1,998,462**	**2,129,653**	**2,119,053**	**2,119,054**	**(0)**	**10,599**	**536,114**	**75%**
6900	**Total Depreciation (includes Prior Years)**	**7,680**	**9,221**	**15,656**	**15,656**	**15,656**	**-**	**-**	**7,976**	**49%**
	TOTAL EXPENSES including Depreciation	**1,590,620**	**2,007,682**	**2,145,309**	**2,134,709**	**2,134,709**	**(0)**	**10,599**	**544,090**	**75%**

MAGNOLIA PUBLIC SCHOOLS - MSA-5
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY									
Revenue									
LCFF Entitlement	1,231,469	1,539,136	1,660,532	1,663,687	1,650,101	(13,586)	(10,431)	418,632	75%
Federal Revenue	95,308	176,079	164,096	174,448	224,838	50,390	60,742	129,530	42%
Other State Revenues	158,165	150,386	177,416	198,965	195,813	(3,151)	18,397	37,649	81%
Local Revenues	35,213	11,120	178,813	177,193	177,691	498	(1,123)	142,478	20%
Fundraising and Grants	632	500	500	500	632	132	132	-	100%
Total Revenue	**1,520,786**	**1,877,220**	**2,181,357**	**2,214,792**	**2,249,075**	**34,283**	**67,718**	**728,289**	**68%**
Expenses									
Compensation and Benefits (excl adjustment)	936,040	1,064,348	1,152,508	1,093,285	1,093,285	-	59,222	223,550	86%
Books and Supplies	103,586	185,900	171,607	250,882	250,882	-	(79,275)	147,296	41%
Services and Other Operating Expenditures	489,381	594,065	655,357	648,703	698,855	(50,152)	(43,498)	209,473	70%
Depreciation	14,330	17,201	4,774	4,774	4,774	-	-	(9,556)	300%
Total Expenses	**1,543,337**	**1,861,515**	**1,984,245**	**1,997,644**	**2,047,796**	**(50,152)**	**(63,550)**	**570,764**	**75%**
Operating Income Before One-Time Adjustment	**(22,551)**	**15,706**	**197,112**	**217,148**	**201,279**	**(15,869)**	**4,167**	**157,525**	**-11%**
One-Time Compensation Adjustment			(66,305)	(66,305)	(66,305)				
Operating Income (including adjustment)			**130,807**	**150,843**	**134,974**				
Fund Balance									
Beginning Balance (Unaudited)	1,144,335	951,134	951,134	1,144,335	1,144,335				
Audit Adjustment	(66,819)	-	-	(66,819)	(66,819)				
Beginning Balance (Audited)	1,077,516	951,134	951,134	1,077,516	1,077,516				
Operating Income (including Depreciation)	(22,551)	15,706	197,112	150,843	134,974				
Ending Fund Balance	**1,054,965**	**966,840**	**1,148,246**	**1,228,360**	**1,212,490**				**87%**
Capital Outlay	**17,301**	**-**	**27,793**	**27,793**	**27,793**				**62%**
Total ADA		**168.9**	**177.7**	**177.7**	**176.3**	**(1.4)**	**(1.4)**		

MAGNOLIA PUBLIC SCHOOLS - MSA-5
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	740,029	988,758	1,071,078	1,050,501	1,037,766	(12,735)	(33,312)	297,737	71%
8012	Education Protection Account Entitlement	187,741	238,000	246,306	246,319	248,317	1,997	2,011	60,575	76%
8019	State Aid - Prior Years	182	-	-	182	182	-	182	-	100%
8096	Charter Schools in Lieu of Property Taxes	303,517	312,377	343,149	366,685	363,837	(2,848)	20,688	60,320	83%
	SUBTOTAL - LCFF Entitlement	1,231,469	1,539,136	1,660,532	1,663,687	1,650,101	(13,586)	(10,431)	418,632	75%
8100	**Federal Revenue**									
8181	Special Education - Entitlement	28,738	33,660	28,542	34,262	33,996	(266)	5,454	5,258	85%
8291	Title I	25,065	37,421	81,991	84,051	84,051	-	2,060	58,986	30%
8292	Title II	252	2,193	2,193	658	658	-	(1,535)	406	38%
8296	Other Federal Revenue	39,626	102,026	102,026	104,506	104,506	-	2,480	64,880	38%
8297	PY Federal - Not Accrued	1,627	-	(50,656)	(49,029)	1,627	50,656	52,283	-	100%
	SUBTOTAL - Federal Income	95,308	176,079	164,096	174,448	224,838	50,390	60,742	129,530	42%
8300	**Other State Revenues**									
8319	Other State Apportionments - Prior Years	3,079	-	4,395	6,508	4,395	(2,113)	-	1,316	70%
8381	Special Education - Entitlement (State)	83,914	94,836	80,611	100,044	99,267	(777)	18,656	15,353	85%
8520	Child Nutrition - State	-	-	-	-	-	-	-	-	
8550	Mandated Cost Reimbursements	32,747	2,813	32,747	32,747	32,747	0	0	-	100%
8560	State Lottery Revenue	14,125	26,649	33,576	33,578	33,317	(261)	(259)	19,192	42%
8596	ASES	24,300	26,088	26,088	26,088	26,088	-	-	1,788	93%
	SUBTOTAL - Other State Income	158,165	150,386	177,416	198,965	195,813	(3,151)	18,397	37,649	81%

MAGNOLIA PUBLIC SCHOOLS - MSA-5
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	-	-	1,030	0%
8690	Other Local Revenue	11,525	3,090	11,027	11,027	11,525	498	498	-	100%
8714	COP Option 3 Grants	23,687	7,000	166,756	165,135	165,135	-	(1,621)	141,448	14%
	SUBTOTAL - Local Revenues	35,213	11,120	178,813	177,193	177,691	498	(1,123)	142,478	20%
8800	**Donations/Fundraising**									
8802	Donations - Private	150	-	-	-	150	150	150	-	100%
8803	Fundraising	482	500	500	500	482	(18)	(18)	-	100%
	SUBTOTAL - Fundraising and Grants	632	500	500	500	632	132	132	-	100%
TOTAL REVENUE		1,520,786	1,877,220	2,181,357	2,214,792	2,249,075	34,283	67,718	728,289	68%

MAGNOLIA PUBLIC SCHOOLS - MSA-5
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	513,650	545,921	660,552	630,552	630,552	-	30,000	116,902	81%
1300 Certificated Supervisor & Administrator Salaries	139,909	159,738	180,746	180,746	180,746	-	-	40,838	77%
SUBTOTAL - Certificated Employees	**653,559**	**705,659**	**841,298**	**811,298**	**811,298**	**-**	**30,000**	**157,740**	**81%**
Classified Employees Summary									
2400 Classified Clerical & Office Salaries	48,041	49,725	51,242	51,242	51,242	-	-	3,200	94%
2900 Classified Other Salaries	18,898	53,750	54,450	37,000	37,000	-	17,450	18,102	51%
SUBTOTAL - Classified Employees	**66,939**	**103,475**	**105,692**	**88,242**	**88,242**	**-**	**17,450**	**21,303**	**76%**
Employee Benefits Summary									
3100 STRS	81,833	88,017	102,879	99,105	99,105	-	3,774	17,272	83%
3200 PERS	8,607	8,226	8,534	10,972	10,972	-	(2,437)	2,365	78%
3300 OASDI-Medicare-Alternative	15,046	18,648	20,062	18,286	18,286	-	1,777	3,240	82%
3400 Health & Welfare Benefits	102,390	130,613	126,213	118,113	118,113	-	8,100	15,723	87%
3500 Unemployment Insurance	482	405	3,471	3,447	3,447	-	24	2,965	14%
3600 Workers Comp Insurance	7,185	9,305	10,663	10,129	10,129	-	534	2,944	71%
SUBTOTAL - Employee Benefits	**215,542**	**255,214**	**271,823**	**260,050**	**260,050**	**-**	**11,772**	**44,508**	**83%**

MAGNOLIA PUBLIC SCHOOLS - MSA-5
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	21,233	45,000	22,000	22,000	22,000	-	-	767	97%
4200	Books & Other Reference Materials	619	7,500	5,500	5,500	5,500	-	-	4,881	11%
4315	Custodial Supplies	249	1,000	1,000	1,000	1,000	-	-	751	25%
4320	Educational Software	10,000	10,000	15,000	15,000	15,000	-	-	5,000	67%
4325	Instructional Materials & Supplies	7,991	23,000	8,646	8,646	8,646	-	-	655	92%
4330	Office Supplies	3,854	9,700	8,800	8,800	8,800	-	-	4,946	44%
4345	Non Instructional Student Materials & Supplies	1,864	7,500	5,000	5,000	5,000	-	-	3,136	37%
4350	Uniforms	1,108	200	2,000	2,000	2,000	-	-	892	55%
4400	Noncapitalized Equipment	30,179	10,000	20,455	45,179	43,368	1,811	(22,914)	13,189	70%
4410	Classroom Furniture, Equipment & Supplies	2,484	-	-	1,000	2,484	(1,484)	(2,484)	-	100%
4420	Computers (individual items less than $5k)	32,773	51,000	32,207	32,445	32,773	(327)	(566)	-	100%
4430	Non Classroom Related Furniture, Equipment & Sup	312	-	7,000	312	312	-	6,688	-	100%
4700	Food	(11,317)	20,000	40,000	100,000	100,000	-	(60,000)	111,317	-11%
4720	Other Food	2,237	1,000	4,000	4,000	4,000	-	-	1,763	56%
	SUBTOTAL - Books and Supplies	**103,586**	**185,900**	**171,607**	**250,882**	**250,882**	**0**	**(79,275)**	**147,296**	**41%**
5000	**Services & Other Operating Expenses**									
5101	Shared Management Fee - CMO	63,329	72,914	75,995	75,995	75,995	-	-	12,666	83%
5102	Direct CMO Fee (Shared Staff)	11,685	11,683	14,022	14,022	14,022	-	-	2,337	83%
5200	Travel & Conferences	568	5,000	5,000	5,000	5,000	-	-	4,432	11%
5210	Conference Fees	-	5,000	5,000	5,000	5,000	-	-	5,000	0%
5300	Dues & Memberships	3,431	5,000	5,000	5,000	5,000	-	-	1,569	69%
5450	Insurance - Other	6,244	14,300	6,237	6,237	6,244	(7)	(7)	-	100%
5605	Equipment Leases	3,632	6,600	6,600	6,600	6,600	-	-	2,968	55%
5610	Rent	69,544	135,000	110,971	83,452	83,452	-	27,519	13,909	83%
5615	Repairs and Maintenance - Building	8,005	-	15,000	15,000	15,000	-	-	6,995	53%
5617	Repairs and Maintenance - Other Equipment	1,440	3,000	3,000	3,000	3,000	-	-	1,560	48%
5803	Accounting Fees	3,113	1,952	5,000	5,000	5,000	-	-	1,887	62%
5809	Banking Fees	372	412	412	412	412	-	-	40	90%
5813	School Programs - After School Program	23,479	26,088	26,088	26,088	26,088	-	-	2,609	90%
5814	School Programs - Academic Competitions	65	-	-	1,000	620	380	(620)	555	10%
5819	School Programs - Other	380	-	-	-	380	(380)	(380)	-	100%
5820	Consultants - Non Instructional	11,622	25,000	25,000	25,000	25,000	-	-	13,378	46%
5822	Other Professional Services	43,804	53,275	10,000	46,393	46,393	-	(36,393)	2,589	94%
5824	District Oversight Fees	13,770	15,391	16,605	16,637	16,501	136	104	2,731	83%
5830	Field Trips Expenses	4,278	8,000	4,000	6,278	6,278	-	(2,278)	2,000	68%
5845	Legal Fees	7,150	5,000	15,000	15,000	15,000	-	-	7,850	48%
5851	Marketing and Student Recruiting	5,965	10,000	60,000	40,000	40,000	-	20,000	34,035	15%
5857	Payroll Fees	7,969	3,750	8,000	8,000	8,000	-	-	31	100%
5861	Prior Yr Exp (not accrued)	82,216	-	31,727	31,727	82,216	(50,490)	(50,490)	-	100%
5863	Professional Development	12,700	37,100	37,100	37,100	37,100	-	-	24,400	34%
5869	Special Education Contract Instructors	52,895	40,000	65,000	65,000	65,000	-	-	12,105	81%
5872	Special Education Encroachment	22,530	25,699	25,699	26,861	26,652	209	(953)	4,122	85%
5875	Staff Recruiting	-	1,901	1,901	1,901	1,901	-	-	1,901	0%
5884	Substitutes	9,169	15,000	20,000	20,000	20,000	-	-	10,831	46%
5887	Technology Services	10,409	35,000	35,000	35,000	35,000	-	-	24,591	30%
5898	Bad Debt Expense	0	-	0	0	0	-	(0)	-	100%
5899	Miscellaneous Operating Expenses	0	-	-	0	0	-	(0)	-	100%
5900	Communications	8,436	30,000	20,000	20,000	20,000	-	-	11,564	42%

MAGNOLIA PUBLIC SCHOOLS - MSA-5
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5915	Postage and Delivery	1,182	2,000	2,000	2,000	2,000	-	-	818	59%
	SUBTOTAL - Services & Other Operating Exp.	**489,381**	**594,065**	**655,357**	**648,703**	**698,855**	**(50,152)**	**(43,498)**	**209,473**	**70%**
6000	**Capital Outlay**									
6400	Equipment	17,301	-	27,793	27,793	27,793	-	-	10,492	62%
	SUBTOTAL - Capital Outlay	**17,301**	**-**	**27,793**	**27,793**	**27,793**	**-**	**-**	**10,492**	**62%**
TOTAL EXPENSES		**1,546,308**	**1,844,314**	**2,073,570**	**2,086,968**	**2,137,120**	**(50,152)**	**(63,550)**	**590,812**	**72%**
6900	**Total Depreciation (includes Prior Years)**	**14,330**	**17,201**	**4,774**	**4,774**	**4,774**	**-**	**-**	**(9,556)**	**300%**
	TOTAL EXPENSES including Depreciation	**1,543,337**	**1,861,515**	**2,050,550**	**2,063,949**	**2,114,101**	**(50,152)**	**(63,550)**	**570,764**	**73%**

Magnolia Public Schools - MSA-6
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual			Budget					
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY									
Revenue									
LCFF Entitlement	1,184,341	1,575,467	1,518,270	1,544,231	1,549,755	5,524	31,485	365,414	76%
Federal Revenue	110,813	137,828	161,359	166,606	166,735	129	5,376	55,922	66%
Other State Revenues	185,182	214,078	253,252	257,801	258,506	706	5,254	73,324	72%
Local Revenues	13,193	14,120	10,512	17,313	17,313	-	6,801	4,120	76%
Fundraising and Grants	13,583	10,000	11,100	13,583	13,583	-	2,483	-	100%
Total Revenue	**1,507,111**	**1,951,493**	**1,954,494**	**1,999,533**	**2,005,892**	**6,359**	**51,399**	**498,781**	**75%**
Expenses									
Compensation and Benefits (excl adjustment)	867,816	965,253	1,035,074	1,045,019	1,028,502	16,517	6,573	208,538	84%
Books and Supplies	108,264	110,183	154,776	161,576	161,576	-	(6,800)	53,312	67%
Services and Other Operating Expenditures	404,158	575,774	555,450	548,543	564,700	(16,157)	(9,250)	160,542	72%
Depreciation	5,307	6,368	28,726	28,726	28,726	-	-	23,419	18%
Total Expenses	**1,385,544**	**1,657,578**	**1,774,026**	**1,783,864**	**1,783,503**	**361**	**(9,478)**	**445,811**	**78%**
Operating Income Before One-Time Adjustment	**121,567**	**293,915**	**180,468**	**215,670**	**222,389**	**6,719**	**41,921**	**52,970**	**55%**
One-Time Compensation Adjustment			(47,852)	(47,852)	(47,852)				
Operating Income (including adjustment)			**132,616**	**167,818**	**174,537**				
Fund Balance									
Beginning Balance (Unaudited)	1,006,776	938,327	938,327	1,006,776	1,006,776				
Audit Adjustment	(61,339)	-	-	(61,339)	(61,339)				
Beginning Balance (Audited)	945,437	938,327	938,327	945,437	945,437				
Operating Income (including Depreciation)	121,567	293,915	180,468	167,818	174,537				
Ending Fund Balance	**1,067,004**	**1,232,242**	**1,118,795**	**1,113,255**	**1,119,974**				**95%**
Capital Outlay	-	20,000	-	-	-				
Total ADA		**173.7**	**167.9**	**170.5**	**171.2**	0.7	3.3		0%

Magnolia Public Schools - MSA-6
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget					
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	709,943	994,308	971,806	966,421	966,055	(366)	(5,751)	256,112	73%
8012	Education Protection Account Entitlement	173,907	251,311	221,995	225,446	229,953	4,507	7,958	56,046	76%
8019	State Aid - Prior Years	416	-	134	416	416	-	282	-	100%
8096	Charter Schools in Lieu of Property Taxes	300,074	329,848	324,335	351,948	353,331	1,383	28,996	53,257	85%
	SUBTOTAL - LCFF Entitlement	1,184,341	1,575,467	1,518,270	1,544,231	1,549,755	5,524	31,485	365,414	76%
8100	**Federal Revenue**									
8181	Special Education - Entitlement	28,439	35,542	32,331	32,885	33,014	129	683	4,575	86%
8220	Child Nutrition Programs	29,586	31,452	49,812	49,812	49,812	-	-	20,226	59%
8291	Title I	48,411	47,977	58,499	59,413	59,413	-	914	11,002	81%
8292	Title II	592	2,363	717	711	711	-	(6)	119	83%
8293	Title III	-	494	-	-	-	-	-	-	
8296	Other Federal Revenue	3,785	20,000	20,000	23,785	23,785	-	3,785	20,000	16%
	SUBTOTAL - Federal Income	110,813	137,828	161,359	166,606	166,735	129	5,376	55,922	66%

Magnolia Public Schools - MSA-6
Budget vs. Actuals
As of April 2017 Close

			Budget vs. Actual			Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8300	**Other State Revenues**									
8319	Other State Apportionments - Prior Years	2,640	-	-	2,439	2,640	201	2,640	-	100%
8381	Special Education - Entitlement (State)	83,041	100,140	94,407	96,023	96,401	377	1,993	13,360	86%
8520	Child Nutrition - State	2,068	3,379	3,593	3,593	3,593	-	-	1,526	58%
8545	School Facilities Apportionments	42,562	80,000	85,125	85,125	85,125	-	-	42,563	50%
8550	Mandated Cost Reimbursements	38,352	2,419	38,352	38,352	38,352	0	0	-	100%
8560	State Lottery Revenue	16,479	28,139	31,735	32,228	32,355	127	620	15,876	51%
8590	All Other State Revenue	40	-	40	40	40	-	-	-	100%
	SUBTOTAL - Other State Income	185,182	214,078	253,252	257,801	258,506	706	5,254	73,324	72%
8600	**Other Local Revenue**									
8699	All Other Local Revenue	-	4,120	4,120	4,120	4,120	-	-	4,120	0%
8714	SpEd Option 3	13,193	10,000	6,392	13,193	13,193	-	6,801	-	100%
	SUBTOTAL - Local Revenues	13,193	14,120	10,512	17,313	17,313	-	6,801	4,120	76%
8800	**Donations/Fundraising**									
8802	Donations - Private	7,076	-	4,511	7,076	7,076	-	2,565	-	100%
8803	Fundraising	6,507	10,000	6,589	6,507	6,507	-	(82)	-	100%
	SUBTOTAL - Fundraising and Grants	13,583	10,000	11,100	13,583	13,583	-	2,483	-	100%
TOTAL REVENUE		**1,507,111**	**1,951,493**	**1,954,494**	**1,999,533**	**2,005,892**	**6,359**	**51,399**	**498,781**	**75%**

Magnolia Public Schools - MSA-6
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual			Budget					
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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**	374,518	500,008	473,509	473,509	455,093	18,417	18,417	80,575	82%
1300 **Certificated Supervisor & Administrator Salaries**	192,888	165,373	250,789	250,789	250,789	-	-	57,901	77%
SUBTOTAL - Certificated Employees	**567,406**	**665,381**	**724,298**	**724,298**	**705,882**	**18,417**	**18,417**	**138,476**	**80%**
Classified Employees Summary									
2400 **Classified Clerical & Office Salaries**	65,734	68,504	87,117	87,117	87,117	-	-	21,383	75%
2900 **Classified Other Salaries**	29,136	18,750	34,500	34,500	34,500	-	-	5,365	84%
SUBTOTAL - Classified Employees	**94,869**	**87,254**	**121,617**	**121,617**	**121,617**	**-**	**-**	**26,748**	**78%**
Employee Benefits Summary									
3100 **STRS**	71,897	82,447	92,228	92,228	89,911	2,317	2,317	18,014	80%
3200 **PERS**	9,762	5,869	9,490	12,782	12,782	-	(3,291)	3,020	76%
3300 **OASDI-Medicare-Alternative**	19,873	17,058	19,409	19,409	23,842	(4,433)	(4,433)	3,969	83%
3400 **Health & Welfare Benefits**	95,721	98,213	102,936	109,589	109,589	-	(6,653)	13,868	87%
3500 **Unemployment Insurance**	245	376	3,423	3,423	3,414	9	9	3,169	7%
3600 **Workers Comp Insurance**	8,042	8,655	9,525	9,525	9,318	207	207	1,276	86%
SUBTOTAL - Employee Benefits	**205,540**	**212,618**	**237,011**	**246,955**	**248,855**	**(1,900)**	**(11,844)**	**43,315**	**83%**

Magnolia Public Schools - MSA-6
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	43,195	5,000	45,000	45,000	45,000	-	-	1,805	96%
4200	Books & Other Reference Materials	-	3,000	1,000	1,000	1,000	-	-	1,000	0%
4315	Custodial Supplies	-	-	-	-	-	-	-	-	
4320	Educational Software	11,870	20,000	14,000	14,000	14,000	-	-	2,130	85%
4325	Instructional Materials & Supplies	3,236	7,000	3,000	4,000	4,000	-	(1,000)	764	81%
4330	Office Supplies	6,813	4,200	4,200	8,000	8,000	-	(3,800)	1,187	85%
4335	PE Supplies	1,635	1,000	1,000	2,000	2,000	-	(1,000)	365	82%
4345	Non Instructional Student Materials & Supplies	1,839	3,000	2,500	2,500	2,500	-	-	661	74%
4346	Teacher Supplies	946	1,000	1,000	1,000	1,000	-	-	54	95%
4400	Noncapitalized Equipment	-	5,000	5,000	5,000	5,000	-	-	5,000	0%
4410	Classroom Furniture, Equipment & Supplies	280	2,000	2,000	2,000	2,000	-	-	1,720	14%
4420	Computers (individual items less than $5k)	-	19,500	19,500	19,500	19,500	-	-	19,500	0%
4700	Food	37,417	39,483	56,076	56,076	56,076	-	-	18,658	67%
4720	Other Food	1,033	-	500	1,500	1,500	-	(1,000)	467	69%
	SUBTOTAL - Books and Supplies	**108,264**	**110,183**	**154,776**	**161,576**	**161,576**	**-**	**(6,800)**	**53,312**	**67%**
5000	**Services & Other Operating Expenses**									
5101	CMO Fees	63,329	72,914	75,995	75,995	75,995	-	-	12,666	83%
5102	Direct CMO Fee (Shared Staff)	11,351	12,485	13,621	13,621	13,621	-	-	2,270	83%
5215	Travel - Mileage, Parking, Tolls	756	1,000	1,000	1,000	1,000	-	-	245	76%
5220	Travel and Lodging	-	-	3,000	3,000	3,000	-	-	3,000	0%
5300	Dues & Memberships	1,826	1,000	1,826	1,826	1,826	-	-	-	100%
5450	Insurance - Other	9,835	9,000	9,838	9,838	9,838	-	-	3	100%
5500	Operations & Housekeeping	1,496	4,000	4,000	4,000	4,000	-	-	2,504	37%
5510	Utilities - Gas and Electric	5,515	7,000	7,000	7,000	7,000	-	-	1,485	79%
5605	Equipment Leases	3,826	4,800	4,800	4,800	4,800	-	-	974	80%
5610	Rent	104,000	114,000	113,500	113,500	113,500	-	-	9,500	92%
5615	Repairs and Maintenance - Building	(79)	2,000	2,000	2,000	2,000	-	-	2,079	-4%
5803	Accounting Fees	3,024	4,500	4,500	4,500	4,500	-	-	1,476	67%
5809	Banking Fees	372	500	500	500	500	-	-	128	74%
5819	School Programs - Other	2,665	5,000	5,000	5,000	5,000	-	-	2,335	53%
5820	Consultants - Non Instructional - Custom 1	3,783	2,000	8,000	8,000	8,000	-	-	4,217	47%

Magnolia Public Schools - MSA-6
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5822	Consultants - Non Instructional - Custom 3	12,371	23,583	23,583	20,000	20,000	-	3,583	7,629	62%
5824	District Oversight Fees	13,128	15,755	15,183	15,442	15,498	(55)	(315)	2,370	85%
5830	Field Trips Expenses	5,090	10,000	10,000	10,000	10,000	-	-	4,911	51%
5845	Legal Fees	2,000	10,000	10,000	5,000	5,000	-	5,000	3,000	40%
5851	Marketing and Student Recruiting	13,380	10,000	18,000	18,000	18,000	-	-	4,620	74%
5857	Payroll Fees	8,138	7,000	7,000	10,100	10,100	-	(3,100)	1,962	81%
5861	Prior Yr Exp (not accrued)	4,639	-	3,756	4,639	4,639	-	(883)	-	100%
5863	Professional Development	18,435	32,100	36,000	35,000	35,000	-	1,000	16,565	53%
5869	Special Education Contract Instructors	28,418	32,000	32,000	32,000	32,000	-	-	3,582	89%
5872	Special Education Encroachment	22,296	27,137	25,348	25,782	25,883	(101)	(535)	3,587	86%
5884	Substitutes	12,543	25,000	20,000	20,000	36,000	(16,000)	(16,000)	23,457	35%
5887	Technology Services	31,232	72,000	72,000	70,000	70,000	-	2,000	38,768	45%
5898	Bad Debt Expense	0	-	0	0	0	-	-	-	100%
5899	Miscellaneous Operating Expenses	0	40,000	-	-	-	-	-	(0)	
5900	Communications	17,598	24,000	24,000	24,000	24,000	-	-	6,402	73%
5915	Postage and Delivery	3,192	4,000	4,000	4,000	4,000	-	-	808	80%
	SUBTOTAL - Services & Other Operating Exp.	**404,158**	**575,774**	**555,450**	**548,543**	**564,700**	**(16,157)**	**(9,250)**	**160,542**	**72%**
6000	**Capital Outlay**									
	SUBTOTAL - Capital Outlay	**-**	**20,000**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL EXPENSES		**1,380,238**	**1,671,210**	**1,793,152**	**1,802,990**	**1,802,629**	**361**	**(9,478)**	**422,392**	**77%**
6900	**Total Depreciation (includes Prior Years)**	**5,307**	**6,368**	**28,726**	**28,726**	**28,726**	**-**	**-**	**23,419**	**18%**
TOTAL EXPENSES including Depreciation		**1,385,544**	**1,657,578**	**1,821,878**	**1,831,716**	**1,831,355**	**361**	**(9,478)**	**445,811**	**76%**

Magnolia Public Schools - MSA-7
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY									
Revenue									
LCFF Entitlement	1,996,965	2,671,595	2,599,553	2,609,584	2,588,482	(21,102)	(11,071)	591,517	77%
Federal Revenue	177,680	346,072	421,493	289,293	288,855	(438)	(132,637)	111,175	62%
Other State Revenues	515,206	578,580	622,567	630,540	629,151	(1,389)	6,584	113,945	82%
Local Revenues	61,184	54,198	71,193	77,220	77,220	-	6,026	16,035	79%
Fundraising and Grants	13,800	50,000	25,000	25,000	25,000	-	-	11,200	55%
Total Revenue	**2,764,836**	**3,700,444**	**3,739,806**	**3,631,637**	**3,608,708**	**(22,929)**	**(131,098)**	**843,872**	**77%**
Expenses									
Compensation and Benefits (excl adjustment)	1,352,462	1,710,715	1,633,722	1,606,814	1,582,978	23,837	50,744	320,498	85%
Books and Supplies	217,240	333,447	306,250	301,250	301,250	-	5,000	84,010	72%
Services and Other Operating Expenditures	1,266,716	1,557,568	1,626,862	1,627,099	1,643,545	(16,446)	(16,682)	376,829	77%
Depreciation	37,522	45,027	36,918	36,918	37,295	(377)	(377)	(227)	101%
Total Expenses	**2,873,940**	**3,646,756**	**3,603,752**	**3,572,081**	**3,565,067**	**7,014**	**38,685**	**781,110**	**81%**
Operating Income Before One-Time Adjustment	**(109,104)**	**53,688**	**136,054**	**59,556**	**43,641**	**(15,915)**	**(92,413)**	**62,763**	**-250%**
One-Time Compensation Adjustment			(89,982)	(89,982)	(89,982)				
Operating Income (including adjustment)			**46,072**	**(30,426)**	**(46,341)**				
Fund Balance									
Beginning Balance (Unaudited)	939,109	922,760	922,760	939,109	939,109				
Audit Adjustment	8,244	-	-	8,244	8,244				
Beginning Balance (Audited)	947,353	922,760	922,760	947,353	947,353				
Operating Income (including Depreciation)	(109,104)	53,688	136,054	(30,426)	(46,341)				
Ending Fund Balance	**838,249**	**976,448**	**1,058,814**	**916,927**	**901,012**				**93%**
Capital Outlay	**17,650**	**60,000**	**198,325**	**60,000**	**77,650**				**23%**
Total ADA		291.4	284.7	285.4	283.1	(2.3)	(1.6)		

Magnolia Public Schools - MSA-7
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	1,213,330	1,804,821	1,684,753	1,654,311	1,635,003	(19,308)	(49,750)	421,673	74%
8012 Education Protection Account Entitlement	281,765	387,438	364,640	365,519	368,412	2,893	3,772	86,647	76%
8019 State Aid - Prior Years	778	-	282	778	778	-	496	-	100%
8096 Charter Schools in Lieu of Property Taxes	501,092	479,335	549,878	588,976	584,289	(4,687)	34,411	83,197	86%
SUBTOTAL - LCFF Entitlement	1,996,965	2,671,595	2,599,553	2,609,584	2,588,482	(21,102)	(11,071)	591,517	77%
8100 Federal Revenue									
8181 Special Education - Entitlement	47,486	56,829	53,691	55,032	54,594	(438)	903	7,108	87%
8220 Child Nutrition Programs	43,292	169,792	105,994	105,994	105,994	-	-	62,702	41%
8291 Title I	78,781	80,679	84,709	86,036	86,036	-	1,327	7,255	92%
8292 Title II	1,118	1,258	1,127	1,118	1,118	-	(9)	-	100%
8293 Title III	-	313	-	-	-	-	-	-	
8296 Other Federal Revenue	6,557	37,200	175,525	40,667	40,667	-	(134,858)	34,110	16%
8297 PY Federal - Not Accrued	446	-	446	446	446	-	-	-	100%
SUBTOTAL - Federal Income	177,680	346,072	421,493	289,293	288,855	(438)	(132,637)	111,175	62%
8300 Other State Revenues									
8319 Other State Apportionments - Prior Years	5,144	-	896	4,825	5,144	319	4,248	-	100%
8381 Special Education - Entitlement (State)	138,659	167,864	156,778	160,692	159,414	(1,279)	2,635	20,755	87%
8520 Child Nutrition - State	3,390	13,246	7,940	7,940	7,940	-	-	4,550	43%
8545 School Facilities Apportionments	142,041	196,321	189,390	189,390	189,390	-	-	47,349	75%
8550 Mandated Cost Reimbursements	63,688	3,937	63,689	63,689	63,689	-	-	1	100%
8560 State Lottery Revenue	27,214	47,212	53,804	53,933	53,504	(429)	(300)	26,290	51%
8590 All Other State Revenue	71	-	71	71	71	-	-	-	100%
8596 ASES	135,000	150,000	150,000	150,000	150,000	-	-	15,000	90%
SUBTOTAL - Other State Income	515,206	578,580	622,567	630,540	629,151	(1,389)	6,584	113,945	82%

Magnolia Public Schools - MSA-7
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8600	**Other Local Revenue**									
8634	Food Service Sales	11,338	12,449	12,449	12,449	12,449	-	-	1,111	91%
8636	Uniforms	374	8,468	8,468	8,468	8,468	-	-	8,094	4%
8682	Summer Program	28,554	13,600	28,554	28,554	28,554	-	-	-	100%
8690	Other Local Revenue	8,777	7,140	15,759	15,759	15,607	(152)	(152)	6,830	56%
8699	All Other Local Revenue	242	-	90	90	242	152	152	-	100%
8714	SpEd Option 3	11,899	12,541	5,873	11,899	11,899	-	6,026	-	100%
	SUBTOTAL - Local Revenues	61,184	54,198	71,193	77,220	77,220	-	6,026	16,035	79%
8800	**Donations/Fundraising**									
8802	Donations - Private	1,850	-	500	1,500	1,850	350	1,350	-	100%
8803	Fundraising	11,950	50,000	24,500	23,500	23,150	(350)	(1,350)	11,200	52%
	SUBTOTAL - Fundraising and Grants	13,800	50,000	25,000	25,000	25,000	-	-	11,200	55%
TOTAL REVENUE		**2,764,836**	**3,700,444**	**3,739,806**	**3,631,637**	**3,608,708**	**(22,929)**	**(131,098)**	**843,872**	**77%**
									-	

Magnolia Public Schools - MSA-7
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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**	702,950	863,926	920,976	898,809	872,752	26,058	48,224	169,801	81%
1300 **Certificated Supervisor & Administrator Salaries**	140,016	159,199	181,516	181,516	181,516	-	-	41,500	77%
SUBTOTAL - Certificated Employees	**842,966**	**1,023,125**	**1,102,492**	**1,080,325**	**1,054,268**	**26,058**	**48,224**	**211,301**	**80%**
Classified Employees Summary									
2400 **Classified Clerical & Office Salaries**	78,651	58,170	90,628	92,619	92,619	-	(1,991)	13,968	85%
2900 **Classified Other Salaries**	124,066	251,809	158,634	154,002	156,002	(2,000)	2,633	31,936	80%
SUBTOTAL - Classified Employees	**202,717**	**309,979**	**249,262**	**246,621**	**248,621**	**(2,000)**	**641**	**45,904**	**82%**
Employee Benefits Summary									
3100 **STRS**	106,746	119,347	131,525	128,736	125,458	3,278	6,067	18,713	85%
3200 **PERS**	23,286	22,847	27,262	28,766	28,766	-	(1,504)	5,480	81%
3300 **OASDI-Medicare-Alternative**	29,641	43,218	38,843	38,320	38,102	218	741	8,461	78%
3400 **Health & Welfare Benefits**	132,264	178,200	155,423	155,423	159,423	(4,000)	(4,000)	27,160	83%
3500 **Unemployment Insurance**	1,549	667	3,676	3,663	3,651	12	24	2,103	42%
3600 **Workers Comp Insurance**	13,294	13,331	15,221	14,941	14,671	271	550	1,377	91%
SUBTOTAL - Employee Benefits	**306,779**	**377,610**	**371,950**	**369,850**	**370,071**	**(221)**	**1,878**	**63,292**	**83%**

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Magnolia Public Schools - MSA-7
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	83,652	45,000	90,000	90,000	90,000	-	-	6,348	93%
4200	Books & Other Reference Materials	498	21,500	5,000	5,000	5,000	-	-	4,502	10%
4315	Custodial Supplies	3,615	8,000	8,000	8,000	8,000	-	-	4,385	45%
4320	Educational Software	12,149	10,000	10,888	12,149	12,149	-	(1,261)	-	100%
4325	Instructional Materials & Supplies	9,739	15,000	14,500	12,671	12,671	-	1,829	2,932	77%
4326	Art & Music Supplies	2,068	500	1,500	2,068	2,068	-	(568)	-	100%
4330	Office Supplies	11,308	13,200	13,200	13,200	13,200	-	-	1,892	86%
4335	PE Supplies	665	2,000	2,000	2,000	2,000	-	-	1,335	33%
4345	Non Instructional Student Materials & Supplies	1,424	1,000	1,500	1,500	1,500	-	-	76	95%
4346	Teacher Supplies	213	2,400	2,400	2,400	2,400	-	-	2,187	9%
4351	Yearbook	685	760	760	760	760	-	-	75	90%
4410	Classroom Furniture, Equipment & Supplies	3,688	4,700	4,400	3,991	3,991	-	409	303	92%
4420	Computers (individual items less than $5k)	8,579	11,500	11,500	11,500	11,500	-	-	2,921	75%
4430	Non Classroom Related Furniture, Equipment & Su	3,009	2,300	2,600	3,009	3,009	-	(409)	-	100%
4700	Food	74,301	195,487	132,702	127,702	127,702	-	5,000	53,401	58%
4720	Other Food	1,646	100	5,300	5,300	5,300	-	-	3,654	31%
	SUBTOTAL - Books and Supplies	**217,240**	**333,447**	**306,250**	**301,250**	**301,250**	**-**	**5,000**	**84,010**	**72%**

Magnolia Public Schools - MSA-7
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget					
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000	**Services & Other Operating Expenses**									
5101	CMO Fees	527,743	607,620	633,292	633,292	633,292	-	-	105,549	83%
5102	Direct CMO Fee (Shared Staff)	18,982	21,260	22,779	22,779	22,779	-	-	3,796	83%
5210	Conference Fees	425	4,000	4,000	4,000	4,000	-	-	3,575	11%
5215	Travel - Mileage, Parking, Tolls	1,763	1,500	1,500	2,000	2,000	-	(500)	237	88%
5220	Travel and Lodging	-	2,772	2,772	2,272	2,272	-	500	2,272	0%
5300	Dues & Memberships	2,156	9,000	9,000	9,000	9,000	-	-	6,844	24%
5450	Insurance - Other	16,638	14,905	16,642	16,642	16,642	-	-	4	100%
5500	Operations & Housekeeping	3,356	10,000	10,000	10,000	10,000	-	-	6,644	34%
5510	Utilities - Gas and Electric	32,486	55,680	55,680	55,680	55,680	-	-	23,194	58%
5605	Equipment Leases	6,387	8,400	8,400	8,400	8,400	-	-	2,013	76%
5610	Rent	238,860	261,761	260,628	260,628	260,628	-	-	21,768	92%
5615	Repairs and Maintenance - Building	12,410	23,000	23,000	23,000	23,000	-	-	10,590	54%
5617	Repairs and Maintenance - Other Equipment	-	2,000	2,000	2,000	2,000	-	-	2,000	0%
5803	Accounting Fees	5,058	5,500	10,000	10,000	10,000	-	-	4,942	51%
5809	Banking Fees	401	3,000	3,000	3,000	3,000	-	-	2,599	13%
5813	School Programs - After School Program	135,190	150,000	150,000	150,000	150,000	-	-	14,810	90%
5814	School Programs - Academic Competitions	214	108	214	214	214	-	-	-	100%
5819	School Programs - Other	2,938	8,000	8,000	8,000	8,000	-	-	5,062	37%
5820	Consultants - Non Instructional - Custom 1	5,666	8,584	8,584	8,584	8,584	-	-	2,918	66%
5822	Consultants - Non Instructional - Custom 3	11,547	6,000	10,000	15,000	15,000	-	(5,000)	3,453	77%

Magnolia Public Schools - MSA-7
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5824	District Oversight Fees	22,123	27,250	25,996	26,096	25,885	211	111	3,762	85%
5830	Field Trips Expenses	5,619	10,000	10,000	10,000	10,000	-	-	4,381	56%
5845	Legal Fees	-	10,000	10,000	10,000	10,000	-	-	10,000	0%
5851	Marketing and Student Recruiting	(1,190)	3,000	3,000	3,000	3,000	-	-	4,190	-40%
5857	Payroll Fees	10,711	21,600	21,600	14,000	14,000	-	7,600	3,289	77%
5861	Prior Yr Exp (not accrued)	(7,257)	-	(8,942)	(7,257)	(7,257)	-	(1,685)	-	100%
5863	Professional Development	17,877	43,100	43,100	43,100	43,100	-	-	25,223	41%
5869	Special Education Contract Instructors	73,410	86,324	114,324	114,324	114,324	-	-	40,914	64%
5872	Special Education Encroachment	37,229	44,939	42,094	43,145	42,802	343	(708)	5,573	87%
5884	Substitutes	28,091	21,658	40,000	40,000	57,000	(17,000)	(17,000)	28,909	49%
5887	Technology Services	41,792	50,600	50,600	50,600	50,600	-	-	8,808	83%
5898	Bad Debt Expense	(1)	-	-	-	-	-	-	1	
5899	Miscellaneous Operating Expenses	0	-	0	0	0	-	-	-	100%
5900	Communications	14,424	32,000	32,000	32,000	32,000	-	-	17,576	45%
5915	Postage and Delivery	1,668	3,600	3,600	3,600	3,600	-	-	1,932	46%
	SUBTOTAL - Services & Other Operating Exp.	**1,266,716**	**1,557,568**	**1,626,862**	**1,627,099**	**1,643,545**	**(16,446)**	**(16,682)**	**376,829**	**77%**
6000	**Capital Outlay**									
6200	Buildings & Improvement of Buildings	17,650	-	138,325	-	17,650	(17,650)	120,675	-	100%
6400	Equipment	-	60,000	-	-	-	-	-	-	
6410	Computers (capitalizable items)	-	-	60,000	60,000	60,000	-	-	60,000	0%
	SUBTOTAL - Capital Outlay	**17,650**	**60,000**	**198,325**	**60,000**	**77,650**	**(17,650)**	**120,675**	**60,000**	**23%**
TOTAL EXPENSES		**2,854,068**	**3,661,730**	**3,855,142**	**3,685,145**	**3,695,404**	**(10,259)**	**159,737**	**841,337**	**77%**
6900	**Total Depreciation (includes Prior Years)**	**37,522**	**45,027**	**36,918**	**36,918**	**37,295**	**377**	**(377)**	**(227)**	**101%**
	TOTAL EXPENSES including Depreciation	**2,873,940**	**3,646,756**	**3,693,734**	**3,662,063**	**3,655,049**	**7,768**	**38,685**	**781,110**	**79%**

Magnolia Public Schools - MSA-8
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual	Budget							
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY									
Revenue									
LCFF Entitlement	3,451,869	4,438,632	4,440,491	4,527,716	4,522,135	(5,581)	81,644	1,070,266	76%
Federal Revenue	267,115	296,081	297,469	308,387	308,278	(109)	10,809	41,163	87%
Other State Revenues	535,690	508,978	620,258	633,188	633,323	134	13,065	97,632	85%
Local Revenues	52,938	90,229	70,411	52,938	52,938	-	(17,473)	-	100%
Fundraising and Grants	18,851	20,000	20,000	20,000	20,000	-	-	1,149	94%
Total Revenue	**4,326,464**	**5,353,920**	**5,448,629**	**5,542,230**	**5,536,674**	**(5,556)**	**88,045**	**1,210,210**	**78%**
Expenses									
Compensation and Benefits (excl adjustment)	2,278,237	2,842,777	2,701,941	2,688,885	2,708,842	(19,957)	(6,901)	551,570	84%
Books and Supplies	193,511	297,700	420,157	419,657	419,657	-	500	226,146	46%
Services and Other Operating Expenditures	1,474,296	2,081,816	2,142,840	2,128,318	2,128,182	137	14,658	653,886	69%
Depreciation	56,797	68,156	84,873	84,873	84,873	-	-	28,076	67%
Total Expenses	**4,002,840**	**5,290,449**	**5,349,811**	**5,321,734**	**5,341,554**	**(19,820)**	**8,257**	**1,459,679**	**75%**
Operating Income Before One-Time Adjustment	**323,624**	**63,471**	**98,817**	**220,496**	**195,120**	**(25,376)**	**96,303**	**(249,469)**	**166%**
One-Time Compensation Adjustment			(120,965)	(120,965)	(120,965)				
Operating Income (including adjustment)			**(22,148)**	**99,531**	**74,155**				
Fund Balance									
Beginning Balance (Unaudited)	3,061,348	3,019,921	3,019,921	3,061,348	3,061,348				
Audit Adjustment	(90,501)	-	-	(90,501)	(90,501)				
Beginning Balance (Audited)	2,970,847	3,019,921	3,019,921	2,970,847	2,970,847				
Operating Income (including Depreciation)	323,624	63,471	98,817	99,531	74,155				
Ending Fund Balance	**3,294,471**	**3,083,391**	**3,118,738**	**3,070,378**	**3,045,002**				**108%**
Capital Outlay	**77,808**	**84,000**	**84,000**	**84,000**	**84,000**				**93%**
Total ADA		**477.7**	**477.7**	**486.2**	**485.7**	**(0.6)**	**8.0**		

Magnolia Public Schools - MSA-8
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual			Budget					
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	2,105,843	2,995,658	2,884,036	2,878,238	2,864,277	(13,961)	(19,760)	758,434	74%
8012	Education Protection Account Entitlement	493,629	657,309	633,310	644,635	654,185	9,550	20,876	160,557	75%
8019	State Aid - Prior Years	1,306	-	468	1,306	1,306	-	838	-	100%
8096	Charter Schools in Lieu of Property Taxes	851,091	785,666	922,677	1,003,537	1,002,367	(1,170)	79,690	151,276	85%
	SUBTOTAL - LCFF Entitlement	3,451,869	4,438,632	4,440,491	4,527,716	4,522,135	(5,581)	81,644	1,070,266	76%
8100	**Federal Revenue**									
8181	Special Education - Entitlement	80,669	93,147	92,406	93,767	93,658	(109)	1,252	12,989	86%
8291	Title I	178,595	200,332	202,691	205,859	205,859	-	3,168	27,264	87%
8292	Title II	1,416	2,451	2,345	2,326	2,326	-	(19)	910	61%
8296	Other Federal Revenue	6,409	-	-	6,409	6,409	-	6,409	-	100%
8297	PY Federal - Not Accrued	27	-	27	27	27	-	-	-	100%
	SUBTOTAL - Federal Income	267,115	296,081	297,469	308,387	308,278	(109)	10,809	41,163	87%
8300	**Other State Revenues**									
8319	Other State Apportionments - Prior Years	8,323	-	420	7,762	8,323	561	7,903	-	100%
8381	Special Education - Entitlement (State)	235,552	275,141	269,825	273,799	273,479	(319)	3,655	37,927	86%
8550	Mandated Cost Reimbursements	109,613	6,453	109,613	109,613	109,613	0	0	-	100%
8560	State Lottery Revenue	47,083	77,383	90,281	91,895	91,788	(107)	1,507	44,705	51%
8590	All Other State Revenue	120	-	120	120	120	-	-	-	100%
8596	ASES	135,000	150,000	150,000	150,000	150,000	-	-	15,000	90%
	SUBTOTAL - Other State Income	535,690	508,978	620,258	633,188	633,323	134	13,065	97,632	85%

Magnolia Public Schools - MSA-8
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8600	**Other Local Revenue**									
8636	Uniforms	-	30,662	-	-	-	-	-	-	
8682	Summer Program	30,463	13,600	30,463	30,463	30,463	-	-	-	100%
8693	Field Trips	-	10,200	10,200	-	-	-	(10,200)	-	
8699	All Other Local Revenue	1,624	18,692	18,692	1,624	1,624	-	(17,068)	-	100%
8714	SpEd Option 3	20,852	17,075	11,056	20,852	20,852	-	9,796	-	100%
	SUBTOTAL - Local Revenues	52,938	90,229	70,411	52,938	52,938	-	(17,473)	-	100%
8800	**Donations/Fundraising**									
8803	Fundraising	18,851	20,000	20,000	20,000	20,000	-	-	1,149	94%
	SUBTOTAL - Fundraising and Grants	18,851	20,000	20,000	20,000	20,000	-	-	1,149	94%
TOTAL REVENUE		**4,326,464**	**5,353,920**	**5,448,629**	**5,542,230**	**5,536,674**	**(5,556)**	**88,045**	**1,210,210**	**78%**

Magnolia Public Schools - MSA-8
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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**	1,170,085	1,455,168	1,454,903	1,449,116	1,456,836	(7,720)	(1,933)	286,751	80%
1300 **Certificated Supervisor & Administrator Salaries**	270,393	425,165	347,203	348,956	348,956	-	(1,753)	78,562	77%
SUBTOTAL - Certificated Employees	1,440,479	1,880,332	1,802,106	1,798,072	1,805,792	(7,720)	(3,686)	365,313	80%
Classified Employees Summary									
2400 **Classified Clerical & Office Salaries**	106,803	185,996	129,851	129,776	129,776	-	75	22,973	82%
2900 **Classified Other Salaries**	215,451	137,069	275,892	268,140	268,140	-	7,752	52,689	80%
SUBTOTAL - Classified Employees	322,254	323,065	405,744	397,916	397,916	-	7,827	75,663	81%
Employee Benefits Summary									
3100 **STRS**	182,974	234,030	224,189	223,681	224,653	(971)	(464)	41,679	81%
3200 **PERS**	35,945	37,396	46,345	46,441	46,441	-	(96)	10,497	77%
3300 **OASDI-Medicare-Alternative**	43,891	53,218	58,718	58,075	58,187	(112)	531	14,295	75%
3400 **Health & Welfare Benefits**	229,479	291,600	256,840	256,840	267,902	(11,063)	(11,063)	38,424	86%
3500 **Unemployment Insurance**	669	1,102	4,104	4,098	4,102	(4)	2	3,433	16%
3600 **Workers Comp Insurance**	22,547	22,034	24,860	24,727	24,814	(87)	47	2,267	91%
SUBTOTAL - Employee Benefits	515,504	639,379	615,056	613,862	626,098	(12,237)	(11,042)	110,594	82%

Magnolia Public Schools - MSA-8
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget						
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	14,259	22,000	22,000	22,000	22,000	-	-	7,741	65%
4200	Books & Other Reference Materials	640	-	1,000	1,000	1,000	-	-	360	64%
4320	Educational Software	18,675	15,000	20,000	20,000	20,000	-	-	1,326	93%
4325	Instructional Materials & Supplies	16,710	35,000	33,669	33,669	33,669	-	-	16,959	50%
4326	Art & Music Supplies	932	15,000	15,000	14,500	14,500	-	500	13,568	6%
4330	Office Supplies	20,367	14,200	25,000	25,000	25,000	-	-	4,633	81%
4335	PE Supplies	331	-	331	331	331	-	-	-	100%
4345	Non Instructional Student Materials & Supplies	8,304	9,000	9,000	8,500	8,500	-	500	196	98%
4346	Teacher Supplies	1,681	5,000	5,000	5,000	5,000	-	-	3,319	34%
4350	Uniforms	500	8,000	-	500	500	-	(500)	-	100%
4351	Yearbook	-	5,000	5,000	5,000	5,000	-	-	5,000	0%
4400	Noncapitalized Equipment	4,054	-	14,641	12,641	12,641	-	2,000	8,587	32%
4410	Classroom Furniture, Equipment & Supplies	1,378	-	517	2,517	2,517	-	(2,000)	1,139	55%
4420	Computers (individual items less than $5k)	5,355	11,500	11,500	11,500	11,500	-	-	6,145	47%
4430	Non Classroom Related Furniture, Equipment & Sup	2,810	8,000	7,500	7,500	7,500	-	-	4,690	37%
4700	Food	95,200	140,000	240,000	240,000	240,000	-	-	144,800	40%
4720	Other Food	2,317	10,000	10,000	10,000	10,000	-	-	7,683	23%
	SUBTOTAL - Books and Supplies	**193,511**	**297,700**	**420,157**	**419,657**	**419,657**	**-**	**500**	**226,146**	**46%**
5000	**Services & Other Operating Expenses**									
5101	CMO Fees	844,389	972,192	1,013,267	1,013,267	1,013,267	-	-	168,878	83%
5102	Direct CMO Fee (Shared Staff)	32,129	35,258	38,555	38,555	38,555	-	-	6,426	83%
5210	Conference Fees	5,112	10,000	10,000	10,000	10,000	-	-	4,889	51%
5215	Travel - Mileage, Parking, Tolls	1,139	5,000	5,000	5,000	5,000	-	-	3,861	23%
5220	Travel and Lodging	4,266	10,000	10,000	10,000	10,000	-	-	5,734	43%
5300	Dues & Memberships	3,451	7,500	7,500	7,500	7,500	-	-	4,049	46%
5450	Insurance - Other	25,858	25,000	25,854	25,854	25,859	(5)	(5)	1	100%
5500	Operations & Housekeeping	704	35,000	35,000	35,000	35,000	-	-	34,296	2%
5605	Equipment Leases	37,253	50,000	50,000	50,000	50,000	-	-	12,747	75%
5610	Rent	51,982	228,961	228,961	228,961	228,961	-	-	176,979	23%
5617	Repairs and Maintenance - Other Equipment	1,104	3,000	3,000	3,000	3,000	-	-	1,896	37%
5803	Accounting Fees	8,560	9,021	15,000	15,000	15,000	-	-	6,440	57%

Magnolia Public Schools - MSA-8
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5809	Banking Fees	380	500	500	500	500	-	-	120	76%
5813	School Programs - After School Program	135,000	150,000	150,000	150,000	150,000	-	-	15,000	90%
5819	School Programs - Other	350	-	-	500	500	-	(500)	150	70%
5820	Consultants - Non Instructional - Custom 1	10,089	9,000	9,000	13,000	13,000	-	(4,000)	2,911	78%
5822	Consultants - Non Instructional - Custom 3	23,376	59,000	59,000	55,000	55,000	-	4,000	31,624	43%
5824	District Oversight Fees	38,324	45,554	44,405	45,277	45,221	56	(816)	6,897	85%
5830	Field Trips Expenses	19,668	30,000	30,000	30,000	30,000	-	-	10,332	66%
5845	Legal Fees	11,960	10,000	10,000	13,000	13,000	-	(3,000)	1,040	92%
5851	Marketing and Student Recruiting	4,814	8,000	8,000	8,000	8,000	-	-	3,186	60%
5857	Payroll Fees	13,856	20,784	20,784	16,500	16,500	-	4,284	2,644	84%
5860	Printing and Reproduction	-	-	-	-	-	-	-	-	
5861	Prior Yr Exp (not accrued)	(9,371)	-	6,306	(9,371)	(9,371)	-	15,677	-	100%
5863	Professional Development	44,931	105,000	111,000	111,000	111,000	-	-	66,069	40%
5869	Special Education Contract Instructors	30,841	64,512	64,512	64,512	64,512	-	-	33,671	48%
5872	Special Education Encroachment	63,244	73,785	72,446	73,513	73,427	86	(981)	10,183	86%
5884	Substitutes	41,120	64,750	64,750	64,750	64,750	-	-	23,630	64%
5887	Technology Services	23,940	38,000	38,000	38,000	38,000	-	-	14,060	63%
5898	Bad Debt Expense	(0)	-	-	-	-	-	-	0	
5899	Miscellaneous Operating Expenses	0	-	-	0	0	-	(0)	-	100%
5915	Postage and Delivery	5,826	12,000	12,000	12,000	12,000	-	-	6,174	49%
	SUBTOTAL - Services & Other Operating Exp.	**1,474,296**	**2,081,816**	**2,142,840**	**2,128,318**	**2,128,182**	**137**	**14,658**	**653,886**	**69%**
6000	**Capital Outlay**									
6410	Computers (capitalizable items)	77,808	84,000	84,000	84,000	84,000	-	-	6,192	93%
	SUBTOTAL - Capital Outlay	**77,808**	**84,000**	**84,000**	**84,000**	**84,000**	**-**	**-**	**6,192**	**93%**
TOTAL EXPENSES		**4,023,852**	**5,306,293**	**5,469,903**	**5,441,826**	**5,461,646**	**(19,820)**	**8,257**	**1,437,794**	**74%**
6900	**Total Depreciation (includes Prior Years)**	**56,797**	**68,156**	**84,873**	**84,873**	**84,873**	**-**	**-**	**28,076**	**67%**
	TOTAL EXPENSES including Depreciation	**4,002,840**	**5,290,449**	**5,470,776**	**5,442,699**	**5,462,519**	**(19,820)**	**8,257**	**1,459,679**	**73%**

Magnolia Public Schools - MSA-SA
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual	Budget							
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY									
Revenue									
LCFF Entitlement	3,308,830	4,595,312	5,465,892	5,535,628	5,516,915	(18,713)	51,023	2,208,085	60%
Federal Revenue	534,630	394,527	783,158	765,987	766,482	495	(16,676)	231,851	70%
Other State Revenues	307,949	345,918	556,982	587,164	577,993	(9,172)	21,011	270,044	53%
Local Revenues	22,016	16,505	26,185	22,441	22,441	-	(3,744)	424	98%
Fundraising and Grants	45,744	22,000	27,854	40,656	45,744	5,087	17,890	-	100%
Total Revenue	**4,219,169**	**5,374,262**	**6,860,071**	**6,951,876**	**6,929,574**	**(22,303)**	**69,503**	**2,710,404**	**61%**
Expenses									
Compensation and Benefits (excl adjustment)	3,008,794	3,059,757	3,723,254	3,744,892	3,759,959	(15,067)	(36,705)	796,294	80%
Books and Supplies	843,353	691,730	829,376	987,499	987,499	-	(158,123)	144,146	85%
Services and Other Operating Expenditures	1,571,970	1,775,769	2,087,914	2,190,429	2,187,069	3,360	(99,155)	615,099	72%
Depreciation	331,028	397,234	373,813	373,813	373,813	-	-	42,785	89%
Total Expenses	**5,755,145**	**5,924,489**	**7,014,357**	**7,296,633**	**7,308,341**	**(11,707)**	**(293,983)**	**1,598,325**	**79%**
Operating Income Before One-Time Adjustment	**(1,535,975)**	**(550,228)**	**(154,287)**	**(344,757)**	**(378,767)**	**(34,010)**	**(224,480)**	**1,112,080**	**406%**
One-Time Compensation Adjustment			(45,129)	(45,129)	(45,129)				
Operating Income (including adjustment)			**(199,416)**	**(389,886)**	**(423,896)**				
Fund Balance									
Beginning Balance (Unaudited)	8,291,101	8,212,887	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	8,212,887	8,298,921	8,298,921				
Operating Income (including Depreciation)	(1,535,975)	(550,228)	(154,287)	(389,886)	(423,896)				
Ending Fund Balance	**6,762,946**	**7,662,659**	**8,058,600**	**7,909,035**	**7,875,025**				**86%**
Capital Outlay	**37,249**	**13,389,061**	**115,124**	**115,124**	**115,124**				**32%**
Total ADA		**511.5**	**606.0**	**612.7**	**610.7**	**(1.9)**	**4.7**		

Magnolia Public Schools - MSA-SA
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	2,650,993	3,517,160	4,197,607	3,931,741	3,918,054	(13,687)	(279,553)	1,267,061	68%
8012	Education Protection Account Entitlement	91,832	102,290	121,204	122,530	122,146	(384)	942	30,314	75%
8096	Charter Schools in Lieu of Property Taxes	566,005	975,862	1,147,081	1,481,357	1,476,715	(4,642)	329,634	910,710	38%
	SUBTOTAL - LCFF Entitlement	3,308,830	4,595,312	5,465,892	5,535,628	5,516,915	(18,713)	51,023	2,208,085	60%
8100	**Federal Revenue**									
8181	Special Education - Entitlement	-	17,061	18,000	18,288	18,288	-	288	18,288	0%
8220	Child Nutrition Programs	107,027	183,550	227,287	227,287	227,287	-	-	120,260	47%
8291	Title I	161,035	134,489	219,592	219,592	219,592	-	-	58,557	73%
8292	Title II	681	2,362	2,362	2,362	2,723	361	361	2,042	25%
8296	Other Federal Revenue	4,236	54,400	54,400	36,941	36,941	-	(17,459)	32,705	11%
8297	PY Federal - Not Accrued	296	-	162	162	296	134	134	-	100%
8298	Implementation Grant	261,355	-	261,355	261,355	261,355	-	-	-	100%
	SUBTOTAL - Federal Income	534,630	394,527	783,158	765,987	766,482	495	(16,676)	231,851	70%
8300	**Other State Revenues**									
8319	Other State Apportionments - Prior Years	6,349	-	6,193	6,193	6,349	156	156	-	100%
8381	Special Education - Entitlement (State)	193,731	245,368	304,828	310,614	309,640	(973)	4,812	115,909	63%
8382	Special Education Reimbursement (State)	12,788	-	-	23,018	23,018	-	23,018	10,230	56%
8520	Child Nutrition - State	9,036	7,396	14,137	14,137	14,137	-	-	5,101	64%
8550	Mandated Cost Reimbursements	34,421	10,299	42,286	42,412	34,421	(7,991)	(7,865)	-	100%
8560	State Lottery Revenue	14,125	82,855	114,538	115,791	115,428	(363)	890	101,303	12%
8590	All Other State Revenue	37,500	-	75,000	75,000	75,000	-	-	37,500	50%
	SUBTOTAL - Other State Income	307,949	345,918	556,982	587,164	577,993	(9,172)	21,011	270,044	53%

Magnolia Public Schools - MSA-SA
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual	Budget							
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8600	**Other Local Revenue**								
8634	Food Service Sales	11,460	15,900	15,900	10,749	11,460	711	(4,440)	-	100%
8636	Uniforms	397	-	397	397	397	-	-	-	100%
8660	Interest	1,304	533	533	1,250	1,350	100	817	46	97%
8690	Other Local Revenue	8,856	-	9,354	10,045	9,234	(811)	(120)	378	96%
	SUBTOTAL - Local Revenues	22,016	16,505	26,185	22,441	22,441	-	(3,744)	424	98%
8800	**Donations/Fundraising**								
8802	Donations - Private	38,553	-	27,844	38,210	38,553	342	10,709	-	100%
8803	Fundraising	7,191	22,000	10	2,446	7,191	4,745	7,181	-	100%
	SUBTOTAL - Fundraising and Grants	45,744	22,000	27,854	40,656	45,744	5,087	17,890	-	100%
TOTAL REVENUE		**4,219,169**	**5,374,262**	**6,860,071**	**6,951,876**	**6,929,574**	**(22,303)**	**69,503**	**2,710,404**	**61%**

Magnolia Public Schools - MSA-SA
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual	Budget							
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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**	1,626,726	1,787,100	2,038,608	2,045,078	2,046,524	(1,446)	(7,916)	419,798	79%
1300 **Certificated Supervisor & Administrator Salaries**	381,872	360,450	495,669	495,970	495,970	-	(301)	114,098	77%
SUBTOTAL - Certificated Employees	**2,008,598**	**2,147,550**	**2,534,277**	**2,541,047**	**2,542,494**	**(1,446)**	**(8,217)**	**533,896**	**79%**
Classified Employees Summary									
2400 **Classified Clerical & Office Salaries**	138,518	70,000	160,266	170,661	170,661	-	(10,395)	32,143	81%
2900 **Classified Other Salaries**	251,845	165,580	288,693	290,683	302,158	(11,475)	(13,465)	50,313	83%
SUBTOTAL - Classified Employees	**390,363**	**235,580**	**448,959**	**461,344**	**472,819**	**(11,475)**	**(23,861)**	**82,456**	**83%**
Employee Benefits Summary									
3100 **STRS**	242,692	249,908	300,333	300,681	300,863	(182)	(529)	58,171	81%
3200 **PERS**	24,678	8,428	30,386	30,965	31,851	(885)	(1,465)	7,172	77%
3300 **OASDI-Medicare-Alternative**	63,640	59,026	80,795	82,124	83,051	(927)	(2,256)	19,411	77%
3400 **Health & Welfare Benefits**	269,317	332,100	335,551	335,551	335,551	-	-	66,235	80%
3500 **Unemployment Insurance**	939	1,192	4,492	4,501	4,508	(6)	(16)	3,569	21%
3600 **Workers Comp Insurance**	8,567	23,831	33,591	33,807	33,952	(145)	(361)	25,385	25%
3900 **Other Employee Benefits**	-	2,142	-	-	-	-	-	-	
SUBTOTAL - Employee Benefits	**609,833**	**676,627**	**785,148**	**787,629**	**789,775**	**(2,146)**	**(4,627)**	**179,943**	**77%**

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Magnolia Public Schools - MSA-SA
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	227,707	235,150	240,000	240,000	240,000	-	-	12,293	95%
4200	Books & Other Reference Materials	13,002	35,000	20,000	20,000	20,000	-	-	6,998	65%
4315	Custodial Supplies	28,592	10,000	30,000	30,000	30,000	-	-	1,408	95%
4320	Educational Software	12,465	10,000	10,000	12,465	12,465	-	(2,465)	-	100%
4325	Instructional Materials & Supplies	32,352	65,500	47,007	44,906	44,906	-	2,101	12,554	72%
4326	Art & Music Supplies	6,513	-	10,000	10,000	10,000	-	-	3,487	65%
4330	Office Supplies	19,971	2,200	15,000	20,000	20,000	-	(5,000)	29	100%
4335	PE Supplies	5,107	5,000	5,500	5,500	5,500	-	-	393	93%
4345	Non Instructional Student Materials & Supplies	6,292	11,185	10,185	10,185	10,185	-	-	3,893	62%
4346	Teacher Supplies	11,101	-	9,000	11,101	11,101	-	(2,101)	-	100%
4400	Noncapitalized Equipment	11,868	25	8,764	11,868	11,868	-	(3,104)	-	100%
4410	Classroom Furniture, Equipment & Supplies	160,052	3,000	24,121	163,476	163,476	-	(139,355)	3,424	98%
4420	Computers (individual items less than $5k)	88,572	105,825	122,115	122,115	122,115	-	-	33,543	73%
4430	Non Classroom Related Furniture, Equipment & Suppl	2,493	-	2,493	2,493	2,493	-	-	-	100%
4700	Food	212,310	206,845	270,191	277,391	277,391	-	(7,200)	65,081	77%
4720	Other Food	4,957	2,000	5,000	6,000	6,000	-	(1,000)	1,043	83%
	SUBTOTAL - Books and Supplies	**843,353**	**691,730**	**829,376**	**987,499**	**987,499**	**-**	**(158,123)**	**144,146**	**85%**

Magnolia Public Schools - MSA-SA
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000	**Services & Other Operating Expenses**									
5101	CMO Fees	844,389	972,192	1,013,267	1,013,267	1,013,267	-	-	168,878	83%
5102	Direct CMO Fee (Shared Staff)	60,306	33,233	72,367	72,367	72,367	-	-	12,061	83%
5210	Conference Fees	2,275	8,809	8,809	8,809	8,809	-	-	6,534	26%
5215	Travel - Mileage, Parking, Tolls	2,794	20,000	10,000	10,000	10,000	-	-	7,206	28%
5300	Dues & Memberships	5,345	6,000	6,000	6,000	6,000	-	-	655	89%
5450	Insurance - Other	21,456	32,415	21,456	21,456	21,456	-	-	-	100%
5500	Operations & Housekeeping	26,274	8,500	25,000	30,000	30,000	-	(5,000)	3,726	88%
5510	Utilities - Gas and Electric	50,388	55,000	144,772	120,000	120,000	-	24,772	69,612	42%
5605	Equipment Leases	34,676	47,344	47,344	47,344	47,344	-	-	12,668	73%
5610	Rent	37,129	-	37,129	37,129	37,129	-	-	-	100%
5615	Repairs and Maintenance - Building	34,964	3,000	30,000	34,964	34,964	-	(4,964)	-	100%
5803	Accounting Fees	10,736	5,000	5,000	10,735	10,736	(1)	(5,736)	-	100%
5809	Banking Fees	4,617	2,856	7,243	7,243	7,243	-	-	2,626	64%
5813	School Programs - After School Program	1,951	10,000	15,000	15,000	15,000	-	-	13,049	13%
5814	School Programs - Academic Competitions	5,165	7,500	7,500	7,500	7,500	-	-	2,335	69%
5819	School Programs - Other	6,995	-	-	7,000	7,000	-	(7,000)	6	100%
5820	Consultants - Non Instructional - Custom 1	1,350	30,000	15,000	15,000	10,000	5,000	5,000	8,650	14%
5822	Consultants - Non Instructional - Custom 3	40,268	57,898	40,000	37,535	42,535	(5,000)	(2,535)	2,267	95%
5824	District Oversight Fees	-	46,872	54,659	55,356	55,169	187	(510)	55,169	0%
5830	Field Trips Expenses	15,597	19,000	19,000	19,000	19,000	-	-	3,403	82%
5833	Fines and Penalties	12,094	-	29,000	29,000	29,000	-	-	16,906	42%

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Magnolia Public Schools - MSA-SA
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5843	Interest - Loans Less than 1 Year	106	227	141	529	529	-	(388)	423	20%
5845	Legal Fees	2,467	15,000	15,000	15,000	15,000	-	-	12,533	16%
5851	Marketing and Student Recruiting	7,204	30,000	20,000	20,000	20,000	-	-	12,796	36%
5852	Receivable Sale Fees	-	-	-	3,135	-	3,135	-	-	
5857	Payroll Fees	24,799	21,600	21,600	27,500	27,500	-	(5,900)	2,701	90%
5861	Prior Yr Exp (not accrued)	55,670	-	340	55,670	55,670	-	(55,330)	-	100%
5863	Professional Development	36,838	35,575	41,575	37,567	37,567	-	4,008	729	98%
5869	Special Education Contract Instructors	85,291	224,000	224,000	224,000	224,000	-	-	138,709	38%
5872	Special Education Encroachment	-	-	12,913	13,156	13,117	39	(204)	13,117	0%
5884	Substitutes	66,659	51,150	55,000	88,000	88,000	-	(33,000)	21,341	76%
5887	Technology Services	37,650	20,000	64,000	64,000	64,000	-	-	26,350	59%
5898	Bad Debt Expense	1,867	-	-	1,867	1,867	-	(1,867)	-	100%
5899	Miscellaneous Operating Expenses	5,394	-	-	-	-	-	-	(5,394)	
5900	Communications	26,913	4,800	17,000	27,500	27,500	-	(10,500)	587	98%
5915	Postage and Delivery	2,342	7,799	7,799	7,799	7,799	-	-	5,456	30%
	SUBTOTAL - Services & Other Operating Exp.	**1,571,970**	**1,775,769**	**2,087,914**	**2,190,429**	**2,187,069**	**3,360**	**(99,155)**	**615,099**	**72%**
6000	**Capital Outlay**									
6400	Equipment	37,249	-	37,249	37,249	37,249	-	-	-	100%
6410	Computers (capitalizable items)	-	56,500	77,875	77,875	77,875	-	-	77,875	0%
	SUBTOTAL - Capital Outlay	**37,249**	**13,389,061**	**115,124**	**115,124**	**115,124**	**-**	**-**	**77,875**	**32%**
TOTAL EXPENSES		**5,461,366**	**18,916,317**	**6,800,797**	**7,083,073**	**7,094,780**	**(11,707)**	**(293,983)**	**1,633,414**	**77%**
6900	**Total Depreciation (includes Prior Years)**	**331,028**	**397,234**	**373,813**	**373,813**	**373,813**	**-**	**-**	**42,785**	**89%**
	TOTAL EXPENSES including Depreciation	**5,755,145**	**5,924,489**	**7,059,486**	**7,341,762**	**7,353,470**	**(11,707)**	**(293,983)**	**1,598,325**	**78%**

Magnolia Public Schools - MSA-SD
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY									
Revenue									
LCFF Entitlement	2,455,835	3,365,610	3,067,041	3,034,475	3,031,463	(3,012)	(35,578)	575,628	81%
Federal Revenue	36,642	133,928	139,972	107,815	105,749	(2,066)	(34,223)	69,106	35%
Other State Revenues	395,029	301,331	386,040	528,095	528,352	257	142,312	133,323	75%
Local Revenues	75,627	55,036	88,597	88,597	88,597	-	-	12,970	85%
Fundraising and Grants	31,307	20,000	23,827	31,153	31,307	154	7,479	-	100%
Total Revenue	**2,994,441**	**3,875,905**	**3,705,478**	**3,790,135**	**3,785,468**	**(4,667)**	**79,990**	**791,027**	**79%**
Expenses									
Compensation and Benefits (excl adjustment)	1,885,052	2,155,725	2,158,964	2,187,535	2,207,384	(19,849)	(48,420)	422,266	85%
Books and Supplies	113,341	163,559	180,455	183,955	183,955	-	(3,500)	70,614	62%
Services and Other Operating Expenditures	868,485	1,325,125	1,181,986	1,269,595	1,239,823	29,772	(57,837)	371,338	70%
Depreciation	37,183	44,619	39,460	39,460	39,460	-	-	2,278	94%
Total Expenses	**2,904,061**	**3,689,029**	**3,560,866**	**3,680,546**	**3,670,622**	**9,923**	**(109,757)**	**866,496**	**79%**
Operating Income Before One-Time Adjustment	**90,380**	**186,876**	**144,612**	**109,589**	**114,845**	**5,257**	**(29,767)**	**(75,469)**	**79%**
One-Time Compensation Adjustment			(99,934)	(99,934)	(99,934)				
Operating Income (including adjustment)			**44,678**	**9,655**	**14,911**				
Fund Balance									
Beginning Balance (Unaudited)	1,173,620	1,053,661	1,053,661	1,173,620	1,173,620				
Audit Adjustment	960	-	-	960	960				
Beginning Balance (Audited)	1,174,581	1,053,661	1,053,661	1,174,581	1,174,581				
Operating Income (including Depreciation)	90,380	186,876	144,612	9,655	14,911				
Ending Fund Balance	**1,264,961**	**1,240,537**	**1,198,273**	**1,184,235**	**1,189,492**				**106%**
Capital Outlay	-	-	-	-	-				
Total ADA		453.6	413.0	408.3	407.9	(0.4)	(5.1)		

Magnolia Public Schools - MSA-SD
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	671,721	812,986	516,223	339,090	329,889	(9,201)	(186,335)	(341,832)	204%
8012	Education Protection Account Entitlement	90,362	623,404	546,969	540,707	548,858	8,151	1,889	458,496	16%
8096	Charter Schools in Lieu of Property Taxes	1,693,752	1,929,220	2,003,849	2,154,678	2,152,716	(1,962)	148,867	458,964	79%
	SUBTOTAL - LCFF Entitlement	2,455,835	3,365,610	3,067,041	3,034,475	3,031,463	(3,012)	(35,578)	575,628	81%
8100	**Federal Revenue**									
8181	Special Education - Entitlement	-	48,937	52,875	53,721	53,721	-	846	53,721	0%
8220	Child Nutrition Programs	13,983	24,079	24,125	24,125	24,125	-	-	10,141	58%
8291	Title I	22,361	24,624	26,810	27,246	27,246	-	436	4,885	82%
8292	Title II	298	669	662	2,723	657	(2,066)	(5)	359	45%
8293	Title III	-	120	-	-	-	-	-	-	
8296	Other Federal Revenue	-	35,500	35,500	-	-	-	(35,500)	-	
	SUBTOTAL - Federal Income	36,642	133,928	139,972	107,815	105,749	(2,066)	(34,223)	69,106	35%
8300	**Other State Revenues**									
8319	Other State Apportionments - Prior Years	16,938	-	5,571	16,424	16,938	514	11,368	-	100%
8381	Special Education - Entitlement (State)	163,273	221,038	207,749	207,004	206,815	(189)	(934)	43,542	79%
8382	Special Education Reimbursement (State)	29,700	-	-	53,460	53,460	-	53,460	23,760	56%
8520	Child Nutrition - State	900	3,881	1,872	1,872	1,872	-	-	973	48%
8550	Mandated Cost Reimbursements	92,789	2,938	92,787	92,787	92,789	2	2	-	100%
8560	State Lottery Revenue	39,832	73,475	78,061	77,167	77,097	(70)	(964)	37,265	52%
8596	ASES	51,597	-	-	79,380	79,380	-	79,380	27,783	65%
	SUBTOTAL - Other State Income	395,029	301,331	386,040	528,095	528,352	257	142,312	133,323	75%

Magnolia Public Schools - MSA-SD
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8600	**Other Local Revenue**									
8636	Uniforms	-	-	-	-	-	-	-	-	
8660	Interest	1,431	1,836	1,836	1,836	1,836	-	-	405	78%
8682	Summer Program	20,404	10,200	20,404	20,404	20,404	-	-	-	100%
8690	Other Local Revenue	16,348	-	23,337	23,337	23,337	-	-	6,989	70%
8693	Field Trips	37,424	43,000	43,000	43,000	43,000	-	-	5,576	87%
8699	All Other Local Revenue	20	-	20	20	20	-	-	-	100%
8999	Uncategorized Revenue	-	-	-	-	-	-	-	-	
	SUBTOTAL - Local Revenues	75,627	55,036	88,597	88,597	88,597	-	-	12,970	85%
8800	**Donations/Fundraising**									
8803	Fundraising	31,307	20,000	23,827	31,153	31,307	154	7,479	-	100%
	SUBTOTAL - Fundraising and Grants	31,307	20,000	23,827	31,153	31,307	154	7,479	-	100%
TOTAL REVENUE		2,994,441	3,875,905	3,705,478	3,790,135	3,785,468	(4,667)	79,990	791,027	79%

Magnolia Public Schools - MSA-SD
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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**	951,607	1,264,738	1,140,266	1,146,116	1,148,829	(2,713)	(8,563)	197,222	83%
1300	**Certificated Supervisor & Administrator Salaries**	300,806	338,000	393,114	393,114	394,114	(1,000)	(1,000)	93,308	76%
	SUBTOTAL - Certificated Employees	1,252,413	1,602,738	1,533,380	1,539,230	1,542,943	(3,713)	(9,563)	290,530	81%
Classified Employees Summary										
2400	**Classified Clerical & Office Salaries**	121,451	62,033	152,183	152,183	152,183	-	-	30,732	80%
2900	**Classified Other Salaries**	60,406	32,842	71,352	71,352	71,352	-	-	10,946	85%
	SUBTOTAL - Classified Employees	181,857	94,875	223,535	223,535	223,535	-	-	41,678	81%
Employee Benefits Summary										
3100	**STRS**	150,709	188,731	188,824	189,560	189,685	(126)	(862)	38,976	79%
3200	**PERS**	24,413	12,185	28,669	28,669	28,669	-	-	4,255	85%
3300	**OASDI-Medicare-Alternative**	36,382	36,871	41,658	41,743	41,972	(229)	(314)	5,589	87%
3400	**Health & Welfare Benefits**	222,349	202,500	220,171	242,003	257,740	(15,738)	(37,570)	35,391	86%
3500	**Unemployment Insurance**	1,436	849	2,878	2,881	2,883	(2)	(5)	1,447	50%
3600	**Workers Comp Insurance**	15,492	16,976	19,783	19,849	19,891	(42)	(108)	4,399	78%
	SUBTOTAL - Employee Benefits	450,782	458,112	501,983	524,704	540,840	(16,136)	(38,858)	90,058	83%

Magnolia Public Schools - MSA-SD
Budget vs. Actuals
As of April 2017 Close

			Budget vs. Actual			Budget				
		Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous 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	18,074	10,000	18,074	18,074	18,074	-	-	-	100%
4200	Books & Other Reference Materials	4,718	10,000	10,000	10,000	10,000	-	-	5,282	47%
4315	Custodial Supplies	4,753	9,000	6,000	6,000	6,000	-	-	1,247	79%
4320	Educational Software	4,350	15,000	15,000	15,000	15,000	-	-	10,650	29%
4325	Instructional Materials & Supplies	8,775	18,700	18,700	18,700	18,700	-	-	9,925	47%
4326	Art & Music Supplies	747	2,200	2,200	2,200	2,200	-	-	1,453	34%
4330	Office Supplies	15,842	32,200	32,200	32,200	32,200	-	-	16,358	49%
4335	PE Supplies	1,639	5,000	4,000	4,000	4,000	-	-	2,361	41%
4345	Non Instructional Student Materials & Supplies	2,563	6,000	6,000	6,000	6,000	-	-	3,437	43%
4346	Teacher Supplies	854	-	1,000	1,000	1,000	-	-	146	85%
4350	Uniforms	13,716	-	13,716	13,716	13,716	-	-	-	100%
4410	Classroom Furniture, Equipment & Supplies	4,186	10,000	10,000	10,000	10,000	-	-	5,814	42%
4420	Computers (individual items less than $5k)	2,024	15,500	10,000	10,000	10,000	-	-	7,976	20%
4430	Non Classroom Related Furniture, Equipment & Sup	3,269	-	3,269	3,269	3,269	-	-	-	100%
4700	Food	22,988	27,959	27,297	27,297	27,297	-	-	4,309	84%
4720	Other Food	4,842	2,000	3,000	6,500	6,500	-	(3,500)	1,658	74%
	SUBTOTAL - Books and Supplies	**113,341**	**163,559**	**180,455**	**183,955**	**183,955**	**-**	**(3,500)**	**70,614**	**62%**

Magnolia Public Schools - MSA-SD
Budget vs. Actuals
As of April 2017 Close

			Budget vs. Actual				Budget					
			Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000		**Services & Other Operating Expenses**									
5101		CMO Fees	281,145	370,217	337,375	337,375	337,375	-	-	56,229	83%
5102		Direct CMO Fee (Shared Staff)	19,096	42,738	22,916	22,916	22,916	-	-	3,819	83%
5210		Conference Fees	370	5,000	5,000	5,000	5,000	-	-	4,630	7%
5215		Travel - Mileage, Parking, Tolls	2,477	7,000	7,000	7,000	7,000	-	-	4,523	35%
5220		Travel and Lodging	10,687	20,000	20,000	20,000	20,000	-	-	9,313	53%
5300		Dues & Memberships	3,051	5,400	5,400	5,400	5,400	-	-	2,349	56%
5450		Insurance - Other	18,575	19,000	18,580	18,580	18,580	-	-	5	100%
5500		Operations & Housekeeping	9,492	-	5,000	16,000	16,000	-	(11,000)	6,508	59%
5510		Utilities - Gas and Electric	14,198	37,200	30,000	20,000	20,000	-	10,000	5,802	71%
5605		Equipment Leases	9,470	10,000	10,000	10,000	10,000	-	-	530	95%
5610		Rent	295,000	345,000	320,000	320,000	320,000	-	-	25,000	92%
5615		Repairs and Maintenance - Building	10,354	35,000	15,000	15,000	15,000	-	-	4,647	69%
5617		Repairs and Maintenance - Other Equipment	727	5,000	5,000	5,000	5,000	-	-	4,273	15%
5803		Accounting Fees	7,230	5,000	5,000	10,000	10,000	-	(5,000)	2,770	72%
5809		Banking Fees	372	1,000	1,000	1,000	1,000	-	-	628	37%
5813		School Programs - After School Program	-	-	-	79,380	79,380	-	(79,380)	79,380	0%
5814		School Programs - Academic Competitions	2,536	5,000	5,000	4,500	4,500	-	500	1,964	56%
5819		School Programs - Other	890	600	600	1,100	1,100	-	(500)	210	81%

Magnolia Public Schools - MSA-SD
Budget vs. Actuals
As of April 2017 Close

			Budget vs. Actual	Budget						
			Actual YTD	Approved Budget June 6th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5822	Consultants - Non Instructional - Custom 3	16,692	26,503	26,503	26,503	26,503	-	-	9,812	63%
5824	District Oversight Fees	17,318	33,656	30,670	30,345	30,315	30	356	12,997	57%
5830	Field Trips Expenses	16,804	45,000	45,000	45,000	45,000	-	-	28,197	37%
5833	Fines and Penalties	868	-	-	868	868	-	(868)	-	100%
5845	Legal Fees	-	25,000	25,000	25,000	25,000	-	-	25,000	0%
5851	Marketing and Student Recruiting	7,145	24,000	24,000	24,000	24,000	-	-	16,855	30%
5852	Receivable Sale Fees	-	-	-	29,734	-	29,734	-	-	
5857	Payroll Fees	13,476	18,000	18,000	15,500	15,500	-	2,500	2,024	87%
5861	Prior Yr Exp (not accrued)	11,165	-	8,806	11,165	11,165	-	(2,359)	-	100%
5863	Professional Development	5,306	17,100	19,000	19,000	19,000	-	-	13,694	28%
5869	Special Education Contract Instructors	30,806	70,000	55,000	55,000	55,000	-	-	24,194	56%
5872	Special Education Encroachment	-	-	10,425	10,429	10,421	8	4	10,421	0%
5875	Staff Recruiting	-	1,911	1,911	-	-	-	1,911	-	
5884	Substitutes	11,205	25,000	19,000	19,000	19,000	-	-	7,795	59%
5887	Technology Services	39,883	43,800	43,800	43,800	43,800	-	-	3,917	91%
5899	Miscellaneous Operating Expenses	1,040	-	-	-	-	-	-	(1,040)	
5900	Communications	8,842	42,000	37,000	11,000	11,000	-	26,000	2,158	80%
5915	Postage and Delivery	2,264	-	5,000	5,000	5,000	-	-	2,736	45%
	SUBTOTAL - Services & Other Operating Exp.	**868,485**	**1,325,125**	**1,181,986**	**1,269,595**	**1,239,823**	**29,772**	**(57,837)**	**371,338**	**70%**
6000	**Capital Outlay**									
	SUBTOTAL - Capital Outlay	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL EXPENSES		**2,866,878**	**3,644,410**	**3,621,339**	**3,741,020**	**3,731,096**	**9,923**	**(109,757)**	**864,218**	**77%**
6900	**Total Depreciation (includes Prior Years)**	**37,183**	**44,619**	**39,460**	**39,460**	**39,460**	**-**	**-**	**2,278**	**94%**
	TOTAL EXPENSES including Depreciation	**2,904,061**	**3,689,029**	**3,660,800**	**3,780,480**	**3,770,556**	**9,923**	**(109,757)**	**866,496**	**77%**

MERF
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual	Budget							
	Actual YTD	Approved Budget September 8th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY									
Revenue									
Local Revenues	5,350,292	6,242,850	6,410,367	6,414,502	6,414,502	-	4,135	1,064,210	83%
Fundraising and Grants	86,850	150,000	150,000	150,000	150,000	-	-	63,150	58%
Total Revenue	**5,437,141**	**6,392,850**	**6,560,367**	**6,564,502**	**6,564,502**	**-**	**4,135**	**1,127,361**	**83%**
Expenses									
Compensation and Benefits (excl adjustment)	2,992,391	3,467,487	3,567,998	3,568,000	3,564,740	3,261	3,258	572,349	84%
Books and Supplies	68,108	75,821	84,820	84,820	84,820	-	-	16,712	80%
Services and Other Operating Expenditures	2,077,413	2,537,455	2,616,824	2,650,176	2,654,010	(3,835)	(37,187)	576,597	78%
Depreciation	6,390	7,666	1,440	1,440	1,440	-	-	(4,950)	444%
Total Expenses	**5,144,302**	**6,088,429**	**6,271,082**	**6,304,436**	**6,305,010**	**(574)**	**(33,929)**	**1,160,708**	**82%**
Operating Income Before One-Time Adjustment	**292,839**	**304,421**	**289,286**	**260,066**	**259,492**	**(574)**	**(29,794)**	**(33,347)**	**113%**
One-Time Compensation Adjustment			-	-	-				
Operating Income (including adjustment)			**289,286**	**260,066**	**259,492**				
Fund Balance									
Beginning Balance (Unaudited)	(285,175)	(285,175)	(285,175)	(285,175)	(285,175)				
Audit Adjustment	284,225	284,225	284,225	284,225	284,225				
Beginning Balance (Audited)	(950)	(950)	(950)	(950)	(950)				
Operating Income	292,839	304,421	289,286	260,066	259,492				
Ending Fund Balance	**291,889**	**303,471**	**288,335**	**259,116**	**258,542**				**113%**
Capital Outlay	**-**	**-**	**-**	**-**	**-**				

MERF
Budget vs. Actuals
As of April 2017 Close

Budget vs. Actual				Budget				
Actual YTD	Approved Budget September 8th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent

MERF
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget					
		Actual YTD	Approved Budget September 8th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8600	**Other Local Revenue**									
8690	Other Local Revenue	8,025	-	3,890	8,025	8,025	-	4,135	-	100%
8699	All Other Local Revenue	21,216	-	21,216	21,216	21,216	-	0	-	100%
8701	CMO Fee - MSA-1	844,389	972,192	1,013,267	1,013,267	1,013,267	-	-	168,878	83%
8702	CMO Fee - MSA-2	765,228	972,192	918,273	918,273	918,273	-	-	153,046	83%
8703	CMO Fee - MSA-3	765,228	881,049	918,273	918,273	918,273	-	-	153,046	83%
8704	CMO Fee - MSA-4	63,329	72,914	75,995	75,995	75,995	-	-	12,666	83%
8705	CMO Fee - MSA-5	63,329	72,914	75,995	75,995	75,995	-	-	12,666	83%
8706	CMO Fee - MSA-6	63,329	72,914	75,995	75,995	75,995	-	-	12,666	83%
8707	CMO Fee - MSA-7	527,743	607,620	633,292	633,292	633,292	-	-	105,549	83%
8708	CMO Fee - MSA-8	844,389	972,192	1,013,267	1,013,267	1,013,267	-	-	168,878	83%
8709	CMO Fee - MSA-SA	844,389	972,192	1,013,267	1,013,267	1,013,267	-	-	168,878	83%
8712	CMO Fee - MSA-SD	281,145	370,217	337,375	337,375	337,375	-	-	56,229	83%
8713	Direct CMO Fee (Shared Staff)	258,552	276,455	310,263	310,263	310,263	-	-	51,710	83%
	SUBTOTAL - Local Revenues	5,350,292	6,242,850	6,410,367	6,414,502	6,414,502	-	4,135	1,064,210	83%
8800	**Donations/Fundraising**									
8802	Donations - Private	85,850	150,000	149,000	149,000	149,000	-	-	63,150	58%
8803	Fundraising	1,000	-	1,000	1,000	1,000	-	-	-	100%
	SUBTOTAL - Fundraising and Grants	86,850	150,000	150,000	150,000	150,000	-	-	63,150	58%
TOTAL REVENUE		5,437,141	6,392,850	6,560,367	6,564,502	6,564,502	-	4,135	1,127,361	83%

MERF
Budget vs. Actuals
As of April 2017 Close

	Budget vs. Actual				Budget				
	Actual YTD	Approved Budget September 8th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1300 Certificated Supervisor & Administrator Salaries	524,131	592,000	625,571	617,079	617,079	-	8,492	92,948	85%
SUBTOTAL - Certificated Employees	524,131	592,000	625,571	617,079	617,079	-	8,492	92,948	85%
Classified Employees Summary									
2400 Classified Clerical & Office Salaries	1,769,884	2,097,761	2,082,181	2,091,288	2,079,455	11,833	2,726	309,570	85%
2900 Classified Other Salaries	124,839	180,200	171,827	171,827	171,827	-	-	46,989	73%
SUBTOTAL - Classified Employees	1,894,723	2,277,961	2,254,008	2,263,115	2,251,282	11,833	2,726	356,559	84%
Employee Benefits Summary									
3100 STRS	69,698	44,282	90,877	89,809	89,809	-	1,068	20,111	78%
3200 PERS	17,385	-	23,362	23,362	23,362	-	-	5,977	74%
3300 OASDI-Medicare-Alternative	138,348	197,565	175,277	174,952	173,549	1,403	1,727	35,202	80%
3400 Health & Welfare Benefits	238,898	226,800	257,806	257,806	269,911	(12,105)	(12,105)	31,013	89%
3500 Unemployment Insurance	11,152	13,034	15,410	16,185	16,021	163	(611)	4,870	70%
3600 Workers Comp Insurance	32,534	28,700	32,424	32,431	32,298	133	126	(236)	101%
3700 Retiree Benefits	65,523	87,146	93,262	93,262	91,428	1,833	1,833	25,905	72%
SUBTOTAL - Employee Benefits	573,537	597,526	688,418	687,806	696,379	(8,572)	(7,961)	122,841	82%

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MERF
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget September 8th	Approved Budget February 9th	Previous 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	-	1,020	977	977	977	-	-	977	0%
4200	Books & Other Reference Materials	43	-	43	43	43	-	-	-	100%
4320	Educational Software	32,167	19,000	12,200	12,200	12,200	-	-	(19,967)	264%
4325	Instructional Materials & Supplies	-	102	-	-	-	-	-	-	
4330	Office Supplies	9,870	9,099	15,000	15,000	15,000	-	-	5,130	66%
4340	Professional Development Supplies	-	-	-	-	-	-	-	-	
4420	Computers (individual items less than $5k)	1,426	5,000	5,000	5,000	5,000	-	-	3,574	29%
4720	Other Food	24,602	40,600	51,600	51,600	51,600	-	-	26,998	48%
	SUBTOTAL - Books and Supplies	**68,108**	**75,821**	**84,820**	**84,820**	**84,820**	**-**	**-**	**16,712**	**80%**

MERF
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual				Budget					
		Actual YTD	Approved Budget September 8th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000	**Services & Other Operating Expenses**									
5200	Travel & Conferences	354	-	-	354	354	-	(354)	-	100%
5210	Conference Fees	7,590	38,796	23,796	23,442	23,442	-	354	15,852	32%
5215	Travel - Mileage, Parking, Tolls	42,243	31,820	53,320	53,320	53,320	-	-	11,077	79%
5220	Travel and Lodging	13,551	96,569	24,569	24,569	24,569	-	-	11,018	55%
5300	Dues & Memberships	10,169	10,200	10,200	10,200	10,200	-	-	31	100%
5450	Insurance - Other	790	14,688	14,688	14,688	14,688	-	-	13,898	5%
5500	Operations & Housekeeping	23,174	20,593	33,593	33,593	33,593	-	-	10,419	69%
5605	Equipment Leases	7,740	12,240	12,240	12,240	12,240	-	-	4,500	63%
5610	Rent	144,180	157,200	158,520	158,520	158,520	-	-	14,340	91%
5615	Repairs and Maintenance - Building	-	84	-	-	-	-	-	-	
5803	Accounting Fees	39,543	6,120	25,000	25,000	25,000	-	-	(14,543)	158%
5809	Banking Fees	18,310	18,275	18,275	18,275	20,168	(1,893)	(1,893)	1,858	91%
5812	Business Services	463,333	695,000	695,000	695,000	695,000	-	-	231,667	67%
5819	School Programs - Other	564	-	4,400	4,400	4,400	-	-	3,836	13%
5822	Consultants - Non Instructional - Custom 3	701,944	884,949	872,596	872,596	872,596	-	-	170,652	80%
5833	Fines and Penalties	1,912	321	970	970	1,912	(942)	(942)	-	100%
5843	Interest - Loans Less than 1 Year	74	111	111	111	111	-	-	37	67%

MERF
Budget vs. Actuals
As of April 2017 Close

		Budget vs. Actual	Budget							
		Actual YTD	Approved Budget September 8th	Approved Budget February 9th	Previous Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5845	Legal Fees	296,503	215,000	300,000	300,000	300,000	-	-	3,497	99%
5848	Licenses and Other Fees	5,556	-	4,000	5,000	6,000	(1,000)	(2,000)	444	93%
5851	Marketing and Student Recruiting	22,936	70,149	33,649	33,649	33,649	-	-	10,713	68%
5857	Payroll Fees	12,746	18,000	18,000	17,000	17,000	-	1,000	4,254	75%
5861	Prior Yr Exp (not accrued)	50,048	-	16,697	50,048	50,048	-	(33,352)	-	100%
5863	Professional Development	42,014	100,000	58,200	58,200	58,200	-	-	16,186	72%
5864	Professional Development - Other	31,154	50,000	87,500	87,500	87,500	-	-	56,346	36%
5875	Staff Recruiting	10,145	-	21,000	21,000	21,000	-	-	10,855	48%
5887	Technology Services	76,283	65,720	78,500	78,500	78,500	-	-	2,217	97%
5899	Miscellaneous Operating Expenses	6,011	-	-	-	-	-	-	(6,011)	
5900	Communications	39,348	17,340	36,000	39,500	39,500	-	(3,500)	152	100%
5915	Postage and Delivery	9,197	14,280	16,000	12,500	12,500	-	3,500	3,303	74%
	SUBTOTAL - Services & Other Operating Exp.	**2,077,413**	**2,537,455**	**2,616,824**	**2,650,176**	**2,654,010**	**(3,835)**	**(37,187)**	**576,597**	**78%**
6000	**Capital Outlay**									
	SUBTOTAL - Capital Outlay	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL EXPENSES		**5,137,912**	**6,080,763**	**6,269,641**	**6,302,996**	**6,303,570**	**(574)**	**(33,929)**	**1,165,658**	**82%**
6900	**Total Depreciation (includes Prior Years)**	**6,390**	**7,666**	**1,440**	**1,440**	**1,440**	**-**	**-**	**(4,950)**	**444%**
	TOTAL EXPENSES including Depreciation	**5,144,302**	**6,088,429**	**6,271,082**	**6,304,436**	**6,305,010**	**(574)**	**(33,929)**	**1,160,708**	**82%**