



Magnolia Public Schools

Regular MPS Board Meeting

Date and Time

Thursday April 12, 2018 at 6:00 PM PDT

Location

MSA 6 3754 Dunn Drive, Los Angeles, CA 90034

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:

Call In- Dial: 1.844.572.5683 Code: 1948435

- MSA-3 1254 E. Helmick St. Carson, CA 90746
- MSA-5 18230 Kittridge St. Reseda, CA 91335
- MSA- SA 2840 W 1st St. Santa Ana, CA 92703
- MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
- 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)
- 1363 Ridgecrest Rd Pinole, CA 94564 (Dr. Serdar Orazov)

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

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

Board Members:

Dr. Saken Sherkhanov, Chair
Dr. Umit Yapanel, Secretary
Mr. Serdar Orazov, Treasurer
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Haim Beliak
Ms. Charlotte Brimmer
Ms. Sandra Covarrubias

CEO & Superintendent:

Dr. Caprice Young

Notice of Closed Session Agenda Items

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

IV.B. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION

Demir V. Magnolia Public Schools; (U.S. Central District Court case #8:16-cv-02268)

IV.C. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: One case.

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Call the Meeting to Order			
B. Record Attendance and Guests			
C. Pledge of Allegiance			1 m
D. Public Comments			1 m
E. Approval of Agenda	Vote		1 m
F. Approval of Minutes of Ad Hoc Committee Meeting from January 22, 2018	Approve Minutes		1 m
Approve minutes for Regular Ad Hoc Committee on January 22, 2018			
G. Approval of Minutes of Re. Board Meeting from March 8, 2018	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on March 8, 2018			
H. Approval of Minutes of MPS Board Retreat (Meeting) from March 18, 2018	Approve Minutes		1 m
Approve minutes for MPS Board Retreat on March 18, 2018			
II. Consent Items			
A. Alternative Physical Education Policy	Vote	David Yilmaz	1 m
B. Approval of RFP winning bid for MPS Online Electronic Enrollment vendor SchoolMint Inc.	Vote	Ismael Soto	1 m
C. Lease Agreement with The Bridge Bible Fellowship Church Accommodate MSA-1 MS Growth During 2018-19	Vote	Facilities Committee	1 m
D. Approval of Change Order for MSA-Santa Ana Gym Project Regarding Basketball Backboards	Vote	Facilities Committee	1 m
E. Discussion of School Growth Plan & Approval of MSA 1 Material Revision Resolution to Add Grades TK-5	Vote	Facilities Committee	1 m
F. Approval of Back-Office Service Provider Contract	Vote	Finance Committee	1 m
G. Approval of El Dorado SELPA LEA Assurances for MSA-San Diego	Vote	Kenya Jackson	1 m
III. Discussion Items			

A. Annual Oversight by Our Charter Authorizers (Overview, Visit Reports, and Discussion)	Discuss	David Yilmaz	15 m
B. Accountability Department Glows, Grows and Priorities	Discuss	David Yilmaz	15 m
C. Outreach & Communications Department Glows, Grows and Priorities	Discuss	Ismael Soto	15 m
D. 2017-18 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP	Discuss	David Yilmaz	15 m
E. Financial Update- February 2018	Discuss	Finance Committee	5 m
F. Facility Updates	Discuss	Patrick Ontiveros	5 m
G. Discussion of RFP for Potential Boarding School	Discuss	Caprice Young	10 m

IV. Closed Session

A. Public Announcement of Closed Session	Discuss	Saken Sherkhanov	1 m
B. Conference with Legal Counsel - Existing Litigation -Demir V. Magnolia Public Schools	Discuss	Saken Sherkhanov	10 m
C. Conference with Legal Counsel - Anticipated Litigation - Two Matters	FYI	Saken Sherkhanov	15 m
D. Public Employee Performance Evaluation: Chief Executive Officer and Superintendent	Discuss	Saken Sherkhanov	10 m
E. Report Out From Closed Session	FYI	Saken Sherkhanov	2 m

V. Closing Items

A. Adjourn Meeting	Vote		
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Cover Sheet

Approval of Minutes of Ad Hoc Committee Meeting from January 22, 2018

Section: I. Opening Items
Item: F. Approval of Minutes of Ad Hoc Committee Meeting from
January 22, 2018
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Ad Hoc Committee on January 22, 2018



Magnolia Public Schools

Minutes

Regular Ad Hoc Committee

Date and Time

Monday January 22, 2018 at 7:00 PM

Location

Teleconference Dial: 1.844.572.5683 Code:1948435

Ad-Hoc Committee Members who joined remotely participated from the following locations:

- 11935 Dorothy Street, Los Angeles, CA 90049 (Dr. Saken Sherkhanov)
- 683 East Loyola Avenue, Carson, CA 90746 (Ms. Charlotte Brimmer)
- 7401 Madora Ave., Winnetka, CA 91306 (Ms. Sandra Covarrubias)

MPS Ad-Hoc Committee Members:

Dr. Saken Sherkhanov
Ms. Charlotte Brimmer
Ms. Sandra Covarrubias

CEO & Superintendent:

Dr. Caprice Young

Committee Members Present

C. Brimmer (remote), S. Covarrubias (remote), S. Sherkhanov (remote)

Committee Members Absent

None

Committee Members Left Early

C. Brimmer

I. Opening Items

A. Call the Meeting to Order

S. Sherkhanov called a meeting of the Ad-Hoc Committee committee of Magnolia Public Schools to order on Monday Jan 22, 2018 @ 7:10 PM at Teleconference Dial: 1.844.572.5683 Code:1948435.

B. Record Attendance and Guests

All Committee members joined remotely, C. Brimmer left early.

C. Public Comments

There were no public comments

D. Approval of Agenda

C. Brimmer made a motion to approve the agenda as presented.

S. Covarrubias seconded the motion.

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

Roll Call

S. Sherkhanov Aye

C. Brimmer Aye

S. Covarrubias Aye

II. Action Items

A. Approval of Change Order for MSA-Santa Ana Construction Contract

P. Ontiveros, MPS Legal Counsel/Facilities Director, explained the change order of the MSA Santa Ana (MSA-SA) gym project to the Ad Hoc Committee members. He explained the need for the change and the timeline of the requested change. The funding source was not fully explained in the meeting, the board members did not receive satisfactory answers and requested further information. Additional information will be presented at the next Board meeting.

C. Brimmer left early.

S. Sherkhanov made a motion to approve the change order for MSA-SA Construction contract with the amount of \$10,888.00.

S. Covarrubias seconded the motion.

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

Roll Call

S. Covarrubias Aye

S. Sherkhanov Aye

C. Brimmer Absent

III. 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 8:28 PM.

Respectfully Submitted,

S. Sherkhanov

Cover Sheet

Approval of Minutes of Re. Board Meeting from March 8, 2018

Section: I. Opening Items
Item: G. Approval of Minutes of Re. Board Meeting from March 8, 2018
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on March 8, 2018



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday March 8, 2018 at 6:00 PM

Location

MSA 3: 1254 East Helmick Street, Carson CA 90746

Board Members who attended in person attended from the following locations that were accessible as remote locations.

- MSA-2 17125 Victory Blvd., Van Nuys, CA 91406
- MSA-6 3754 Dunn Dr. Los Angeles, CA 90034
- MSA- SA 2840 W 1st St. Santa Ana, CA
- MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
- 1363 Ridgecrest Rd Pinole, CA 94564 (Mr. Serdar Orazov)
- 1691 Ward St, Berkeley, CA 94703 (Mr. Haim Beliak)

Board Members:

Dr. Saken Sherkhanov, Chair
Dr. Umit Yapanel, Secretary
Mr. Serdar Orazov, Treasurer
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Haim Beliak
Ms. Charlotte Brimmer
Ms. Sandra Covarrubias

CEO & Superintendent:

Dr. Caprice Young

Notice of Closed Session Agenda Items

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

V. A Conference with Legal Counsel - Anticipated Litigation - One Matter

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

Directors Present

C. Brimmer, D. Gonzalez, H. Beliak (remote), S. Covarrubias, S. Dikbas (remote), S. Orazov (remote), S. Sherkhanov, U. Yapanel

Directors Absent

None

I. Opening Items

A. Call the Meeting to Order

S. Sherkhanov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Mar 8, 2018 @ 7:01 PM at MSA 3: 1254 East Helmick Street, Carson CA 90746.

B. Record Attendance and Guests

All MPS Board Members participated in the meeting, there were no absent Board Members.

C. Pledge of Allegiance

B. Torres, Executive Assistant led the Pledge of Allegiance.

D. Public Comments

Two family members from MSA 3 students (Ms. Reed and Ms. Aubrey) presented their concerns regarding the needs of the school which included math and science aids and more teacher support. Staff from MSA 3 and MSA 7 (Ms. Mendez, Mr. Thomas, Mr. Yusuf, Ms. Smith, Ms. Benji, Ms. Vasquez, Ms. Garcia, and Mr. Priest) commented on the need for salary increases for teachers. They stated that they liked working for MSA but needed to meet economic needs for themselves and their families which would be addressed with a reasonable increase. Mr. Acar, South Regional Director, informed the Board that MSA Santa Ana would have a WASC visit and the presence of board members was required. Dr. Young, MPS CEO, stated details on the process of LCAPs and how student family members and staff should be involved in the process to help address the request they are making regarding school budgets. No other public comments were made.

E. Approval of Agenda

U. Yapanel made a motion to approve the agenda with the postponement of Item I. G Ad Hoc Minutes Approval and Item III. D Approval of C Team Salary Benchmarks.

D. Gonzalez seconded the motion.

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

Roll Call

S. Orazov Aye
U. Yapanel Aye
S. Covarrubias Aye
S. Dikbas Aye
D. Gonzalez Aye
C. Brimmer Aye
H. Beliak Aye
S. Sherkhanov Aye

F. Approve Minutes of Reg. Board Meeting from February 8, 2018

S. Sherkhanov made a motion to approve minutes from the Regular Board Meeting on 02-08-18.

U. Yapanel seconded the motion.

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

Roll Call

H. Beliak Aye
S. Orazov Abstain
S. Covarrubias Aye
U. Yapanel Aye
C. Brimmer Abstain
D. Gonzalez Aye
S. Sherkhanov Aye
S. Dikbas Aye

G. Approve Minutes of Reg. Ad Hoc Committee Meeting from January 22, 2018

Approval of these minutes was postponed until the next meeting.

II. Consent Agenda

A. MPS Advisory Council Recommendation Process

S. Sherkhanov made a motion to approve the updated Magnolia Public Schools Advisory Council Recommendation Process under Consent Agenda with the requested revision.

C. Brimmer seconded the motion.

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

Roll Call

S. Dikbas Aye
D. Gonzalez Aye
S. Orazov Aye
H. Beliak Aye
C. Brimmer Aye
S. Sherkhanov Aye
U. Yapanel Aye
S. Covarrubias Aye

B. Approval of Revised Tuition Reimbursement Policy

S. Sherkhanov made a motion to approve the revisions to the Tuition Reimbursement Policy under Consent Agenda.

C. Brimmer seconded the motion.

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

Roll Call

D. Gonzalez Aye
U. Yapanel Aye
S. Dikbas Aye
S. Orazov Aye
S. Covarrubias Aye
S. Sherkhanov Aye
H. Beliak Aye
C. Brimmer Aye

III. Action Items

A. Resolution Agreeing to LACOE Conditions of Authorization and Memorandum of Understanding for MSA-5

I. Soto, Interim Chief External Officer, briefly explained the details of the Memorandum of Understanding and Conditions of Authorization between Magnolia Science Academy- 5 (MSA5) and Los Angeles County Of Education (LACOE).

S. Orazov made a motion to agree and approve the provisions of the Memorandum of Understanding (MOU), Conditions of Authorization (COA), Board Resolution and CMO Fees Fiscal Policy per COA requirements for Magnolia Science Academy-5 (“MSA-5”).

D. Gonzalez seconded the motion.

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

Roll Call

S. Dikbas Aye
S. Sherkhanov Aye
S. Covarrubias Aye
D. Gonzalez Aye
C. Brimmer Aye
S. Orazov Aye
H. Beliak Aye
U. Yapanel Aye

B. Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom-Based Academic Positions

Item III. B Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom-Based Academic Positions and Item III. C MPS Employee Pay Raise Scale for School Leaders were discussed together. S. Sherkhanov, MPS Board Chair and MPS Personnel Committee Member, informed the Board that the Personnel Committee had reviewed these items and recommended their approval. D. Yilmaz, Chief Accountability Officer, went over the details of the scales and the feedback that was received from the different stakeholders. Scenario C would be the scenario being approved for implementation. S. Orazov, MPS Board Member, stated he fully supports the recommendation to raise teacher salaries. S. Sherkhanov, wants to ensure that money is allocated primarily to schools. MPS Principals who attended the meeting provided their feedback on the scales, they reported out on what comments that had received from their school staff. All questions were addressed.

S. Orazov made a motion to approve the MPS Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom-Based Academic Positions.

U. Yapanel seconded the motion.

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

Roll Call

S. Orazov Aye
H. Beliak Aye
D. Gonzalez Aye
S. Dikbas Aye
S. Covarrubias Aye
C. Brimmer Aye
U. Yapanel Aye
S. Sherkhanov Aye

C. MPS Employee Pay Raise Scale for School Leaders

This item was discussed with the Item III. B mentioned above.

S. Sherkhanov made a motion to approve the MPS Employee Pay Raise Scale for School Leaders.

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

Roll Call

S. Sherkhanov Aye
C. Brimmer Aye
H. Beliak Aye
U. Yapanel Aye
D. Gonzalez Aye
S. Orazov Aye
S. Dikbas Aye
S. Covarrubias Aye

D. Approval of C Team Salary Benchmarks

This item was postponed to a later meeting.

E. Approval of MSA 2 Shade Contract with USA Shade for Shade Structure

P. Ontiveros, MPS Facilities Director and General Counsel, explained the plan of the shade structure for the MSA-2 site, he went over the cost and the RFP process that took place. S. Keskinurk, MSA-2 Principal, explained that all three companies who submitted quotes went to the site to review the work that was needed. S. Covarrubias, MPS Board Member and parent of a MSA-2 student, stated that the school needs this structure. All questions were addressed. S. Orazov made a motion to approve management to enter into a contract with USA Shade & Fabric Structures in order to provide a shade structure for the MSA-2 campus in an amount not to exceed Thirty Thousand Dollars (\$30,000). C. Brimmer seconded the motion.

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

Roll Call

C. Brimmer Aye
S. Dikbas Aye
H. Beliak Absent
U. Yapanel Aye
S. Sherkhanov Aye
S. Covarrubias Aye
D. Gonzalez Aye
S. Orazov Aye

F. Project Change Order Requests for MSA-Santa Ana

P. Ontiveros, MPS General Counsel and Facilities Director, explained the need for the change order in the MSA- Santa Ana gym project which was an item that was informally brought to the Board by the Project Manager during an early Board meeting. P. Ontiveros stated that some scope was left out of the original drawings and these items now have to be addressed. This item was discussed at length during the MPS Facilitates Committee Meeting.

C. Brimmer made a motion to approve MPS agreeing to change order requests 2 and 3 (each a "COR" and together "CORs") and signing the corresponding change orders upon receipt from the general contractor RC Construction Services Inc. The total cost for CORs 2 and 3 is \$4,536.58.

S. Sherkhanov seconded the motion.

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

Roll Call

S. Dikbas Aye
H. Beliak Aye
S. Sherkhanov Aye
U. Yapanel Aye
S. Orazov Aye

S. Covarrubias Aye
C. Brimmer Aye
D. Gonzalez Aye

IV. Discussion/Information Items

A. Academic Update

K. Jackson, MPS Chief Academic Officer, told the Board about the upcoming MPS Wide Teacher Symposium event. She went over the sessions that would be provided and who would be the participants. This was an information item, no actions were taken.

B. Update on School Safety & Emergency Staff Training, Supplies/Equipment, and Procedures

D. Yilmaz, Chief Accountability Officer, explained that the updates on school safety and emergency staff training, supplies, equipment and procedures was being presented per Board Member's request. We explained the process principals went through to complete the accountability sheet for these items. All questions were addressed, this was an information item, no actions were taken.

C. Second Interim Financial Report

K. Dietz, EdTec representative, presented an overview of the Second Interim Financials and addressed all questions. This item was previously presented to the MPS Finance Committee Meeting, it was an information item, no actions were taken.

D. 2014 Bond Update

A written report for this item was delivered, there was no verbal update.

E. Ongoing Facility Project Updates

P. Ontiveros, General Counsel and Facilities Director, presented updates on the MSA-San Diego facility project. T. Buresh, from PrimeSource, gave updates for the MSA-1 ongoing facilities project and M. Lengly from Gafcon gave updates on the MSA-Santa Ana project. The facilities update was a discussion item, no actions were taken, all questions were addressed.

V. Closed Session

A. Conference with Legal Counsel - Anticipated Litigation - One Matter

S. Sherkhonov, MPS Board Chair, reported in Open Session that the Board would be going into Closed Session to discuss one legal matter and the CEO evaluation. Once back in Open Session, S. Sherkhonov reported out that no actions were taken during Closed Session.

B. Public Performance Evaluation: Chief Executive Officer and Superintendent

This item was discussed during Closed Session. The Board Chair reported out that no actions were taken.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:45 PM.

Respectfully Submitted,
S. Sherkhanov

Cover Sheet

Approval of Minutes of MPS Board Retreat (Meeting) from March 18, 2018

Section: I. Opening Items
Item: H. Approval of Minutes of MPS Board Retreat (Meeting) from
March 18, 2018
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for MPS Board Retreat on March 18, 2018



Magnolia Public Schools

Minutes

MPS Board Retreat

Date and Time

Sunday March 18, 2018 at 9:00 AM

Location

MPS Central Office: 250 E. 1st St. Suite 1500 Los Angeles, CA 90012

Board Members:

Dr. Saken Sherkhanov, Chair
Dr. Umit Yapanel, Secretary
Mr. Serdar Orazov, Treasurer
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Haim Beliak
Ms. Charlotte Brimmer
Ms. Sandra Covarrubias

CEO & Superintendent:

Dr. Caprice Young

Directors Present

C. Brimmer, D. Gonzalez, H. Beliak, S. Covarrubias, S. Dikbas, S. Orazov, S. Sherkhanov, U. Yapanel

Directors Absent

None

Guests Present

B. Torres

I. Opening Items

A. Call the Meeting to Order

S. Sherkhonov called a meeting of the board of directors of Magnolia Public Schools to order on Sunday Mar 18, 2018 @ 9:16 AM at MPS Central Office: 250 E. 1st St. Suite 1500 Los Angeles, CA 90012.

B. Record Attendance and Guests

All Board members participated in person.

C. Pledge of Allegiance

B. Torres, Executive Assistant, led the Pledge of Allegiance.

D. Public Comments

There were no public comments.

E. Approval of Agenda

C. Brimmer made a motion to approve the agenda as presented.

U. Yapanel seconded the motion.

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

II. MPS Board Retreat

A. Academic Update

K. Jackson, MPS Chief Academic Officer, presented the Grows, Glows and Priorities of the Academic Department. A. Callaham, Interim Director of Students Services, introduced herself to the Board and went over SPED goals, current SPED items and addressed questions regarding SPED costs and budgets. Along with the budget details she explained the insurance coverage that exists for these services. The Board asked what additional support is needed to improve the student academic tests scores, C. Young, CEO and Superintendent explained that there needs to be a distinction between what support is needed from home office and what is needed at the school sites. She also mentioned that parent workshops may also be helpful for academic improvement. MPS Principals stated that they spend an extensive amount of time on non-academic work and would like more support in Human Resources and Financial tasks. Board members presented their concerns about site security and how this should be standardized at all sites. Academics were discussed extensively amongst school staff, home office staff and Board members. This was a discussion item, no actions were take.

B. Oversight School Visits Overview

This item will be presented at the April 12, 2018 MPS Board Meeting.

C. School Site Presentation Glows, Grows and Priorities

All MPS Principals presented their schools Glows, Grows and Priorities. Priorities included staff recruitment and retention, different collaborations, increase in enrollment, increased professional development, strengthening of academic programs, amongst many other priorities for the upcoming academic year. This was a discussion item, no actions were taken.

D. CMO Department Leads Presentation on Glows, Grow, and Priorities

This item was postponed due to time constraints. Departments will be presenting during future Board meetings.

III. Closed Session

A. Public Performance Evaluation: Chief Executive Officer and Superintendent

This item was discussed in Closed Session.

B. Conference with Legal Counsel - Anticipated Litigation - One Matter

This item was discussed in Closed Session.

C. Public Announcement of Closed Session

S. Sherkhanov, MPS Board Chair reported out that no actions were taken during Closed Session.

IV. 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 6:45 PM.

Respectfully Submitted,
S. Sherkhanov

Cover Sheet

Alternative Physical Education Policy

Section: II. Consent Items
Item: A. Alternative Physical Education Policy
Purpose: Vote
Submitted by:
Related Material: II A Alternative PE Policy.pdf



Board Agenda Item #	II A
Date:	April 12, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the MPS Alternative Physical Education Policy

Proposed Board Recommendation

I move that the board approve the MPS Alternative Physical Education Policy.

Background

MPS requires students to take two (2) years of Physical Education (“P.E.”) before graduation, unless exempted pursuant to the Education Code. Some of our students and parents have been asking us for flexibility in meeting the P.E. graduation requirement, especially when the students are doing off-campus sports under the supervision of an adult coach. Our college counselors and other school administrators have brought this need to our attention. We recognize a desire and a need for our students to have flexibility in meeting the P.E. graduation requirement. An Alternative P.E. policy meets this need by allowing students to receive credit for physical activities not normally offered as part of the regular on-site P.E. program. It is the goal of MPS to promote the health of our students by supporting regular physical activity as a vital component of the complete learning environment and providing our students with the opportunity to engage in an array of physical activities that are fun, culturally appropriate, and challenging. In furtherance of this goal, we have worked with our legal counsel, sought feedback from our school administrators and P.E. teachers, and created the attached policy. We interpret the P.E. requirement contained in the MPS charter petitions to be satisfied with the following:

Approved Physical Activities

We are asking the Board to approve the following physical activities to satisfy MPS’ P.E. requirement:

1. Participation in MPS’ P.E. classes;
2. Participation in an on-campus sports team under the supervision of a MPS employee/coach;
3. Participation in an off-campus sports team under the supervision of an adult coach; or
Participation in an approved physical activity off-campus, under the supervision of a parent or adult coach/trainer/instructor.

An “approved physical activity off-campus” may include: martial arts, tennis, dance, boxing, swimming, cycling, soccer, basketball, swimming, water polo, track/field, football, golf, hockey, gymnastics, wrestling, ice skating, rowing, volleyball, softball, and/or baseball. Approval of alternative physical activities will be at the discretion of MPS and may be gained through the application process outlined in the policy.

As detailed in the policy, the student will participate in one or more “approved physical activities” under the supervision of a parent or an adult coach/trainer/instructor for an average of 200 minutes per week for 15 weeks. The student/parent/adult coach/trainer/instructor will be asked to document the approved physical activities as well as number & length of workouts/practices per week and list of expected competitions, skill and achievement goals, and development of social skills related to teamwork and sportsmanship. The participant will also be asked to sign the attached ACKNOWLEDGEMENT, WAIVER OF LIABILITY, AND RELEASE FORM (“WAIVER FORM”). The participant will be asked to return the attendance and performance form to the office on or before the last Monday of the semester to receive P.E. credit for the semester.

Budget Implications

N/A

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

Our college counselors and other school administrators have brought this need to our attention. Our students who desire and need to have flexibility in meeting the P.E. graduation requirement will benefit from this action.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- Curriculum & Instruction Policies – Alternative Physical Education Policy

MAGNOLIA PUBLIC SCHOOLS (MPS) ALTERNATIVE PHYSICAL EDUCATION POLICY

Magnolia Public Schools (“MPS”) requires students attending the public charter schools it operates to take two (2) years of Physical Education (“P.E.”) before graduation, unless exempted pursuant to the Education Code. The Board of Directors of Magnolia Public Schools (“Board”) recognizes a desire and a need for its students to have flexibility in meeting the P.E. graduation requirement. An Alternative P.E. policy meets this need by allowing students to receive credit for physical activities not normally offered as part of the regular on-site P.E. program. It is the goal of MPS to promote the health of its students by supporting regular physical activity as a vital component of the complete learning environment and providing its students with the opportunity to engage in an array of physical activities that are fun, culturally appropriate, and challenging.

In furtherance of this goal, the Board has interpreted the P.E. requirement contained in the MPS charter petitions to be satisfied with the following:

Approved Physical Activities

The following physical activities have been approved by the Board to satisfy MPS’ P.E. requirement:

1. Participation in MPS’ P.E. classes;
2. Participation in an on-campus sports team under the supervision of a MPS employee/coach;
3. Participation in an off-campus sports team under the supervision of an adult coach; or
4. Participation in an approved physical activity off-campus, under the supervision of a parent or adult coach/trainer/instructor.

An “approved physical activity off-campus” may include: martial arts, tennis, dance, boxing, swimming, cycling, soccer, basketball, swimming, water polo, track/field, football, golf, hockey, gymnastics, wrestling, ice skating, rowing, volleyball, softball, and/or baseball. Approval of alternative physical activities will be at the discretion of MPS and may be gained through the application process outlined below.

Qualifications and Participation

In order to qualify for the Alternative P.E. program (items #3 and 4 in the list above), students must be enrolled in grades 6-12 and be in good academic standing, as defined by MPS. In order to participate in the Alternative P.E. program, students must submit the following completed documentation to the Office on or before the second Friday of the semester to participate in the Alternative P.E. program for that semester:

1. Application for Participation in the Alternative Physical Education program; and
2. Acknowledgement, Waiver of Liability and Release Form.

These forms are attached to this policy (Appendix A and Appendix B) and will be made available at the Office. Approval of participation in the Alternative P.E. program will be at the discretion of the School Principal or Designee and all decisions will be final. Approval of participation in the Alternative P.E. program is only for the duration of one semester and students will need to re-submit the above required documentation to participate in the Alternative P.E. program for multiple semesters.

Credit for Approved Activities

Students who have been approved to participate in the Alternative P.E. program will receive credit on a pass/fail basis. In order to receive a passing credit for P.E. through participation in the Alternative P.E. program, students must do **all** of the following:

1. Participate in one or more of the “approved physical activities” under the supervision of a parent or an adult coach/trainer/instructor for an average of 200 minutes per week for 15 weeks after approval from the School Principal or Designee;
2. Complete all state-mandated physical fitness testing;
3. Submit a completed Record of Alternative Physical Education Attendance and Performance Form on or before the last Monday of the semester.

The Record of Alternative Physical Education Attendance and Performance Form is attached to this policy (Appendix C) and will be made available at the Office. If a student leaves the Alternative P.E. program early, fails to turn in the required documentation, and/or fails to complete an average of 200 minutes of approved physical activity per week for 15 weeks, the student will lose all hours earned and receive a fail/unsatisfactory credit towards MPS’ physical education requirement.

State-Mandated Physical Fitness Testing

All public school students in grades 5, 7, and 9 are required to take the physical fitness test, regardless of their participation in the Alternative P.E. program. Nothing in this policy shall be construed to relieve 5th, 7th, and 9th grade students from the state-mandated physical fitness testing requirement.

School Attendance

All students participating in the Alternative P.E. program must be enrolled in School full-time.

Appendix A - APPLICATION FOR PARTICIPATION IN THE ALTERNATIVE PHYSICAL EDUCATION PROGRAM

Please read and fill-out the information below regarding criteria and procedures for students desiring to substitute Magnolia Public Schools' ("MPS") P.E. requirement with participation in approved physical activities through the Alternative physical education ("P.E.") program.

Student's Name: _____	Age: _____
Street Address/City/State/Zip Code: _____	
Student's Phone Number: _____	Grade: _____
Parent/Guardian's Name: _____	Relationship to Student: _____
Parent/Guardian's Phone Number (if different from Student): _____	
Parent/Guardian's Address (if different from Student): _____	
School of Attendance: _____	
Period of Application (note: only one (1) application per-semester, a new application is required each semester):	
<input type="checkbox"/> School Year: _____	<input type="checkbox"/> Semester (Fall/Spring): _____

General Objectives: Student will participate in one or more "approved physical activities" under the supervision of a parent or an adult coach/trainer/instructor for an average of 200 minutes per week for 15 weeks.

Activity (please check one):

- Participation in an on-campus sports team under the supervision of a MPS employee/coach
- Participation in an off-campus sports team under the supervision of an adult coach
- Participation in approved off-campus physical activity class under the supervision of a parent or adult coach/trainer/instructor

Please include number & length of workouts/practices per week and list of expected competitions:

The student will work toward the following skill and achievement goals:

[Empty box for student skill and achievement goals]

The student will develop the following social skills related to teamwork and sportsmanship:

[Empty box for social skills related to teamwork and sportsmanship]

Agreement: We have read both pages of this application for participation in the Alternative Physical Education program and hereby agree to all the conditions set forth within and to assist the student in meeting the above time and work requirements.

Student's Signature: _____	Date: _____
Parent/Guardian's Signature: _____	Date: _____
Coach/Trainer/Instructor's Signature: _____	Date: _____

FORM SHOULD BE COMPLETED BY THE STUDENT/PARENT AND RETURNED TO THE OFFICE ON OR BEFORE THE FIRST FRIDAY OF THE SEMESTER.

To be completed by School Principal or Designee:

Date Application Received: _____

Student is in good academic standing (Y/N): _____ Student is enrolled in grade: _____

(OPTIONAL) Conference with student and parent/guardian(s) to discuss application (Y/N): _____

Approval to participate in the alternative physical education program (Y/N): _____

If not approved, what was the reason: _____

Principal/Designee's Signature: _____ Date: _____

Comments: _____

Appendix B - ACKNOWLEDGEMENT, WAIVER OF LIABILITY, AND RELEASE FORM (“WAIVER FORM”)

The Participant listed below is requesting participation in the Magnolia Public Schools’ Alternative Physical Education program:

Print Participant’s Name: _____ Phone No: _____
 School Name: _____ Semester/Year of Participation: _____

In order to participate in Magnolia Public Schools’ Alternative Physical Education program, this Agreement must be signed. If the Participant is a minor, this Agreement must be signed by the Participant’s parent/guardian.

I, the Participant (or if the Participant is a minor, the parent/guardian of the minor Participant), represent and agree as follows, on behalf of myself and my heirs, assigns, personal representatives, executors, administrators and estate:

1. I am at least 18 years of age.
2. **I understand and voluntarily assume the risks associated with participating in a Magnolia Public Schools’ Alternative Physical Education program (“the Activity”) and traveling to/from/during the Activity**, which include, but are not limited, to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), property damage, economic or emotional loss, and/or death. I understand that these injuries, loss or damage may arise from the Participant’s or other individual’s actions, inaction, or negligence, conditions related to travel, or the condition of the Activity location(s).
3. I understand that Activity may be provided by Magnolia Public Schools (“MPS”) or other companies with which MPS has partnered (“Partners”). I understand that the Activity may take place at locations that are not owned, operated or leased by MPS or Partners. I understand that Partners may require the Participant to agree to additional terms and conditions not set forth in this agreement. I understand that MPS, the Magnolia Board of Directors, and Partners each assume no responsibility for any liability, damage, loss or injury that may occur as a result of the Participant’s participation in the Activity including, but not limited to, the Participant’s traveling to, from or during the Activity.
4. Should I elect to participate in an Activity not through MPS or Partners, I understand that these coaches/instructors are independent of MPS. MPS has not investigated these coaches/instructors and makes no representations, warranties or guarantees about these coaches/instructors. MPS is not responsible for these coaches/instructors’ acts or omissions.
5. In consideration for the Participant being allowed to participate in the Activity, **I agree not to sue and to fully release, hold harmless and discharge MPS, the Magnolia Board of Directors and Partners including each of their respective successors, related entities, officers, directors, employees, volunteers, agents and independent contractors (collectively, “the School”)** from any and all claims, actions, and liabilities, including negligence claims, relating to or arising in whole or in part from the Participant’s participation in the Activity, the Participant’s use of any facility in connection with the Activity, the Participant’s travel to, from or during the Activity, or any acts or omissions of the School that relate to the Activity. If the School incurs any expenses, costs or attorneys’ fees in defending a lawsuit, claim or action related to or arising from the Participant’s participation in the Activity, I agree to fully reimburse the School for such expenses, costs and attorneys’ fees. This waiver shall not apply to conduct by the School that constitutes fraud, a willful injury or a violation of law.

6. I understand that this waiver and release applies whenever the Participant participates in the Activity, now or in the future, regardless of where the Activity takes place. I understand that I can revoke this agreement at any time, but only if I and an authorized executive of MPS sign a written document expressly indicating that this agreement is revoked.
7. I understand and agree that MPS is not responsible for any medical treatment or emergency transportation that the Participant may require during participation in the Activity or in the Participant's travel to, from or during the Activity. I am aware that the Participant has health insurance.

I HAVE CAREFULLY READ THIS AGREEMENT, FULLY UNDERSTAND ITS TERMS AND ACCEPT THEM VOLUNTARILY AND WITHOUT RESERVATION.

I understand that this document is written to be as broad and inclusive as legally permitted the School. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

No other representations concerning the legal effect of this document have been made to me.

Participant's Signature: _____	Date: _____
Instructor's Signature: _____	Date: _____
Print Instructor's Name: _____	Phone No: _____

By signing below, in addition to acknowledging and agreeing to all of the foregoing, the parent/guardian of a minor Participant also acknowledges and agrees to the following:

I am the parent or legal guardian of the Participant, and I have the legal right and authority to enter into this agreement on behalf of the Participant. I understand that I am responsible for the obligations and acts of Participant as described in this agreement. I voluntarily agree to be bound by the terms of this agreement.

_____	Phone No: _____
Minor Participant's Parent/Guardian Name (print)	
_____	Date: _____
Minor Participant's Parent/Guardian Signature	
Date on which the Minor Participant will turn 18 years old: _____	

Appendix C - ALTERNATIVE PHYSICAL EDUCATION ATTENDANCE AND PERFORMANCE FORM

Student Name: _____ Grade: _____ Age: _____ Date: _____

School Name: _____

Approved Physical Activity Description: _____

Date	Activity	Time		# of Hours	Coach Signature
		Begin	End		

Date	Activity	Time		# of Hours	Coach Signature
		Begin	End		

Date	Activity	Time		# of Hours	Coach Signature
		Begin	End		

Date	Activity	Time		# of Hours	Coach Signature
		Begin	End		

I affirm that the above record of participation is accurate to the best of my knowledge.

Total Number of Hours: _____ (Minimum: an average of 200 minutes per week for 15 weeks)

(please check the following that apply) Through participation in the Alternative P.E. Program, I:

- Participated regularly in physical activity
- Mastered the kinesthetic skills necessary to participate confidently in many different forms of physical activity
- Developed an understanding of the value of physical activity and its contribution to a healthy lifestyle
- Developed a range of social skills related to teamwork, sportsmanship, and cooperation
- Developed an understanding of the issues pertinent to health and the development of physical fitness
- Learned the implications and benefits of involvement in physical activity

Supplemental Attendance/Performance Records may be Attached to this Form.

Adult/Instructor/Coach Comments: _____

Adult/Instructor/Coach Signature: _____ Date: _____

Student Signature: _____ Date: _____

(if under 18) Parent/Guardian Signature: _____ Date: _____

FORM SHOULD BE FILLED OUT BY THE STUDENT AND RETURNED TO THE OFFICE ON OR BEFORE THE
LAST MONDAY OF THE SEMESTER.

To be completed by School Principal or Designee:

Date Form Received: _____ Principal/Designee's Signature: _____

Cover Sheet

Approval of RFP winning bid for MPS Online Electronic Enrollment vendor SchoolMint Inc.

Section: II. Consent Items

Item: B. Approval of RFP winning bid for MPS Online Electronic Enrollment vendor SchoolMint Inc.

Purpose: Vote

Submitted by:

Related Material:

II B Approval of RFP winning bid for MPS Online Enrollment vendor SchoolMint Inc.pdf



Board Agenda Item #	II B - Consent Agenda
Date:	April 12, 2018
To:	Magnolia Public Schools - Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Ismael Soto, Interim Chief External Officer
RE:	Approval of RFP winning bid for MPS Online Enrollment vendor SchoolMint Inc.

PROPOSED BOARD MOTION

I move that the board approve the RFP winning bid for MPS Online Enrollment vendor SchoolMint Inc. and authorize the CEO & Superintendent to enter into the legal reviewed five-year contract for \$37,000 in year one and approximately \$32,000 annually thereafter.

BACKGROUND

Magnolia Public Schools (MPS) is transitioning away from our current Student Information System (SIS) and Data & Assessment platform Coolsis to Illuminate that is hosted and supported through the MPS home office. The current Coolsis enrollment platform is outdated, inefficient, and puts MPS at a disadvantage to our competition including other Charter Management Organizations (CMO), and traditional districts such the Los Angeles Unified School District (LAUSD).

It is our goal to provide an internet based Online Student Enrollment Platform that will OPTIMIZE our student enrollment process for all Magnolia Public Schools. We need the process to be as user friendly as possible for parents. To reach this goal, Magnolia Public Schools released a Request for Proposals (RFP) for a platform that can work alongside our new SIS platform Illuminate and is designed to help all families easily access the necessary forms and documents to enroll their children.

Magnolia Public Schools received a total of two (2) proposals, SchoolMint Inc. and Smart Choice Technologies. The winning bid was submitted by SchoolMint Inc.

Implementation

Services by SchoolMint are to commence during the 2018-19 school year. Implementation of the new platform will start during the summer of 2018 to use for registration/re-registration for 2018-19 academic school year.

RFP Review Process

The Outreach & Communications Department (OCD) utilized a two-tier system to review the RFP proposals. Additionally, a rubric was created and given to all the members of the review committee (*see attached*).

Tier 1

The review committee consisted of:

1. MSA School Leadership:
 - a. Mustafa Sahin – MSA-1 Principal
 - b. Meagan Wittek – MSA-7 Assistant Principal
2. MPS Home Office – Accountability Team:
 - a. David Yilmaz – Chief Accountability Officer
 - b. Ismail Oskay – Manager of Assessments and Academic Information
 - c. Lydiett Vega – Executive Office Manager

Tier 2

During the March 9, 2018 MPS Symposium, SchoolMint and Smart Choice Technologies presented virtually to all MSA Office Managers. An Office Manager survey was created via Survey Monkey and was completed by all office managers immediately after the two presentations.

About SchoolMint Inc.

SchoolMint is a cloud-based school choice and student enrollment platform for PreK-12 charter and district schools. They partner with school systems to transform the enrollment experience for the diverse families they serve, as well as for the school administrators who manage this process. Over 6,000 schools have selected SchoolMint to streamline all aspects of school choice and enrollment, including outreach/marketing, applications, lotteries, waitlist management, registration, and year-round communications and forms.

Charter school administrators are well aware of the difficulties associated with a paper-based or outdated lottery and application processes. SchoolMint was founded to address these pain points while helping charter organizations to maintain healthy enrollments and grow. In addition, SchoolMint integrates with leading student information system providers (such as Illuminate) to ensure a smooth data transfer experience for their customers.

SchoolMint Benefits to MPS

1. Achieve Enrollment Goals through More Effective Marketing and Outreach Open Enrollment/Choice

- Engage with prospective families and track their interest before they even walk in the door
- Easily manage parent outreach and events with automated or scheduled messages and RSVPs
- Access reports to see which outreach and marketing efforts are working to achieve enrollment goals
- Increase public awareness of the strengths of your network and schools

2. Deliver a Smoother, More Equitable and Transparent School Choice Experience for Families

- Support an accessible application process (in up to 20 languages, available on mobile and web)

- Communicate with parents easily through voice, text, & email messaging across multiple devices
- Give parents real-time access to their student's application/waitlist status right from their phones
- Provide a friendly user interface to save parents time and minimize redundant inquiries

3. Transform Our Lottery, Waitlist, and Offer Assignment Processes

- Design customized lotteries including complex priorities/preferences & weights by school or grade
- Manage every aspect of your lottery process with transparency, including a complete audit trail
- View dynamically-updated waitlists and send offers to eligible students with the click of a button
- Optimize offer assignments for families applying to and ranking preferences for multiple schools

4. Streamline Application and Registration Management for School

Administrators

- Create and collect application forms including document uploads, signatures & recommendations
- Improve data integrity and avoid duplicative and incorrect data entry from manual processes
- Reduce costs associated with print, postage, and storage of excess documentation
- Maintain data accuracy with SchoolMint-SIS data integrations

5. Access Reliable Data in Real-time to Improve Enrollment Forecasting and Planning

- Track how many families are progressing through each step of the application process in real time
- Generate reliable, real-time data, analytics, and reports to inform key operational/budget decisions

- Gain insight into recruiting/retaining students at key grade-level transitions (e.g. 8th to 9th grade)
 - Improve enrollment outreach & capture shifting population and choice trends earlier in the year
-

ANALYSIS (IF APPLICABLE)

Key:

- (SM) = SchoolMint Inc.
- (SMT) = Smart Choice Technologies

Review Committee Results:

Total scores were determined by calculating the review committee responses using the provided rubric.

1. MSA 7 Leadership – Total Score **SM=163**, SMT=145
2. MSA 1 Leadership – Total Score **SM=160**, SMT=146
3. MPS Home Office – Accountability Team – Total Score **SM=155**, SMT=151

Office Manager Survey Results:

Total Responses: 18

Survey response options included:

- Strongly Agree
- Mostly Agree
- Somewhat Agree
- Do Not Agree

Categories and Survey Scores:

1. Will increase efficiency – Score: **SM= 3/5**, SMT=2/5
2. User friendly – **SM=47.1% Strongly Agree**, SMT=16.7% Strongly Agree
3. Will reduce office workload – **SM=29.4% Strongly Agree**, SMT=23.5% Strongly Agree
4. Strong accessibility – **SM=23.5% Strongly Agree**, SMT=11.1% Strongly Agree

5. Customer support – **SM=41.2% Strongly Agree**, SMT=less than 1% Strongly Agree
6. Would you recommend it? – **SM=41% Strongly Agree, 35.3% Mostly agree**, SMT=less than 1% Strongly Agree, 55.6% Mostly Agree

Survey Result Totals from the Six Categories:

- **SchoolMint Inc. = 6/6**
 - Smart Choice Technologies = 0/6
-

Budget Implications

The cost will be prorated for each MSA school based on their total enrollment figures yearly in the month of April through the duration of the five-year agreement. Payment is due to SchoolMint Inc. yearly on May 1st.

- Year 1 = \$37,000 – Includes: Annual site cost, annual license cost, setup, implementation, and training cost
- Years 2-5 = \$32,500 – Includes: Annual site cost and annual license cost (will escalate proportionally to enrollment)

As long as enrollment stays within plus or minus 500 students of our current 4000 students at the ten schools we operate, the price will remain the same. The contract will increase or decrease by \$5.00 per student if we exceed that threshold. For every new MPS school we add to the ten in the current agreement, the cost will increase by \$1250.00 annually.

Exhibits (attachments):

Attachments:

1. Evaluation Rubric
2. MPS Office Manager survey feedback
3. SchoolMint Inc. contract
4. SchoolMint Inc. service agreement

Magnolia Public Schools

Score Sheet - Online Electronic Enrollment RFP

Rater:	Applicant:
	TOTAL SCORE:

Background

Magnolia Public Schools is made up of 10 school sites located throughout Southern California, which is transitioning to Illuminate Student Information and Data & Assessment that is hosted and supported through Magnolia Public Schools.

The 10 schools are comprised of 3,900-4,000 student's grades TK-12.

The product would be purchased as a consortium to include all schools. Billing would be managed through Magnolia Public Schools. Implementation and support would be as each individual school. Enrollment forms and processes would be unique to each school site. Please breakdown costs per site in order to calculate for budgeting.

Purpose

The purpose of this Request for Proposal is to solicit proposals to establish a contract through competitive negotiations for the purpose of providing an internet based Online Student Enrollment Platform to be used by Magnolia Public Schools SIS Consortium families.

Services are to commence during the 2018-19 school year, with implementation in a timely basis to use for registration/re-registration for 2018-19 and 2019-20 academic school year (use during summer 2018).

It is our goal to optimize our student enrollment process. In an effort to obtain this goal, Magnolia Public Schools SIS Consortium is looking for a viable platform that is designed to help all families easily access the necessary forms and documents to enroll their children.

Any award / contract will be pending the Magnolia Public Schools Board approval and availability of funds.

The period of the initial contract term shall hold pricing constant for at least a period of five (5) years from contract execution.

Scope of Work

At a minimum, the platform should provide solutions in the following areas:

- Student Recruitment – Ability to capture interested families’ details to start communicating with them as well as allow them to register for other enrollment events.
- Open Enrollment/Choice – Ability to provide an online application process for choice schools/programs as well as transfers. Including the ability to handle lotteries and waitlists.
- Registration (New/Returning Students) – Ability to provide an online application to register new students and re-register returning students. Application should populate specified data for re-registration of returning students.
- Year Round Forms – Ability for online forms for other purposes than registration (i.e. field trip forms). Ability for online forms that pre-populate with specified data for updating of student information for registered students.
- Communication – Ability to communicate with parent contacts to send notifications of re-registration or reminders of items needed.
- Reporting – Comprehensive reports of the process and where families are in the process.
- SIS Integration – Provide direct connection with Illuminate via API for data transfers between systems, based on custom field mappings and admin user data verifications.

Requirements

Requirements are broken down into sections. Answer every question in each section completely as these areas are the focus of our review.

Functional Requirements

Compliance Legend and Score Key:

3 = Compliant

2 = Partially Compliant

1 = Future Compliant

0 = Not Compliant

	Requirement	Compliance	Comments
General Requirements			
1.	Easy to use and implement district wide.		
2.	Provides customizable approach to enrollment management that spans pre-k, elementary, middle and high school.		
3.	System should offer multiple levels of access, so users are only presented with information that is directly relevant to them and should have access to. (e.g Central Administrator, School Level Administrator, Other staff, Parents, etc).		
4.	All web pages and links, accessed by parents, must be ADA compliant.		
Student Recruitment			
1.	Allow forms to be placed on school/district website to collect initial interest from parents.		
2.	Interest forms should pipe directly to tools that will allow administrators to communicate with families.		
3.	Ability for schools to publish recruitment events such as open houses on website or social media.		
4.	Customizable and configurable "School Finder" functionality that incorporates pictures, videos and other information.		
5.	"School Finder" functionality should allow for the families to directly take from a school profile. eg. "Express Interest", "Register/RSVP for Events", "Apply", "Register."		
6.	Families can access a profile for each school which may include but is not limited to demographics, test scores and school performance, school rating, maps, transportation routes, college readiness and career programs, before and after school programs, meals offered, sports, and historical choice information.		
Open Enrollment/Choice			
1.	Allow and accept multiple applications.		

2.	Allow multiple lotteries and sub-lotteries.		
3.	Allow parents to rank schools by preference.		
4.	Ability to deploy conditional forms.		
5.	Ability to track status of application.		
6.	Ability to manage inter/intra district transfers.		
7.	System should support the ability to import of lottery and assignment results from a third-party system via API, CSV, or XLS.		
8.	Schools need to see which applicants are eligible for an offer and easily send them a notification.		
9.	Ability to create an unlimited number of customized application forms.		
10.	Annually, all students should be automatically calculated and assigned an assumed baseline school for the upcoming school year based on any combination of the following data points: student address, current enrollment, geography, grade, and district policies.		
Registration (New and Returning Students)			
1.	Ability for parents to access registration documents via mobile (via App or Browser) and desktop devices.		
2.	Ability for parents to upload required documents.		
3.	Ability for forms to carry over fields to reduce redundancy.		
4.	Ability to make certain fields or sections required for parents.		
5.	Ability to indicate boundary or catchment zones so that parents can quickly understand.		
6.	Allow for registration forms to be conditional.		
7.	Ability to verify student records from admin perspective.		
8.	Ability for an admin to register on behalf of a student.		
9.	Ability for an admin to easily add a paper registration into the system.		
10.	System needs to allow for parents to electronically sign off or initial on sections or forms.		
11.	Ability for parents to track status of registration or verification.		

12.	Ability to create an unlimited number of customized registration/re-registration forms.		
13.	System should be capable of verifying addresses.		
14.	System should have enabled workflows to allow for required documents to be verified before completing the registration process. If documents are incomplete system should allow for automated notifications to families.		
15.	Depending on specific enters by the family, the system should allow for departments to be notified so that additional follow up can take place. e.g when a family enters that a student is ESL the language testing department should be notified.		
16.	Ability to allow parents to enter registration/re-registration forms without requiring access to Illuminate Parent Portal. Therefore not requiring pre-entry of data into Illuminate by admin user before parents able to access forms.		
Year-Round Forms			
1.	Ability to create an unlimited number of customized forms.		
2.	Verification process for packets launched throughout the year.		
3.	Allow for conditional questions on year round forms.		
4.	Allow for parents to update information as needed throughout the year.		
5.	Ability for admin users to set required fields and formatting for the purpose of collecting data.		
6.	Ability to restrict to a specific parent account the ability to update data. i.e. divorced parents ability for restricting parents from altering other parent's information.		
Reporting/Analytics			
1.	Provide graphical reports that encapsulate the entire the student enrollment journey from student recruitment, applicant, new student registration to returning students.		
2.	Status tracking that allows a parent to see their real time status throughout enrollment process.		
3.	Provide various standard and customizable real-time reports.		

4.	Provide notifications to administrative staff when specific fields or information have been updated by parents.		
5.	Provide admin users notification of possible duplicate student, ability to merge/update student records.		
Communications			
1.	Supports e-mail, text, and phone communications to parents with triggered based on multi-criteria search.		

Technical Requirements

	Requirement	Compliance	Comments
1.	Completely Web based and browser driven requiring no remote clients.		
3.	Vendor hosted and web delivered via the internet as an ASP.		
4.	Compatible commonly used browsers using only default installation settings.		
5.	Supports automated data exchange between platform and Magnolia Public Schools student information system, Illuminate SIS.		
6.	System should allow for automated username and password retrieval from both the family and admin interfaces.		
7.	All web pages or links must be ADA compliant.		

QUESTIONS

RESPONSES

18

18 responses



SUMMARY

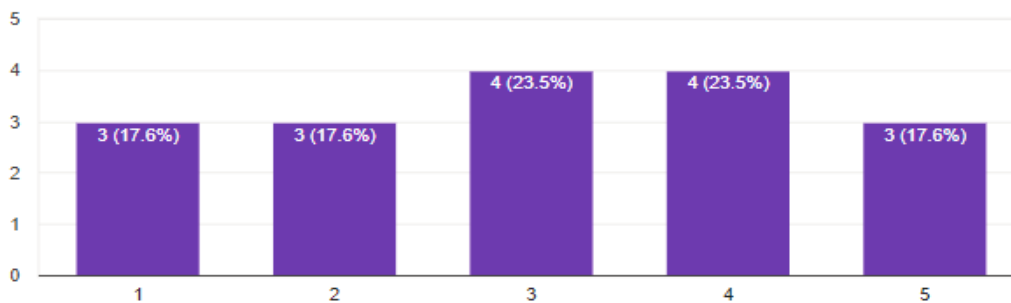
INDIVIDUAL

Accepting responses

Untitled Section

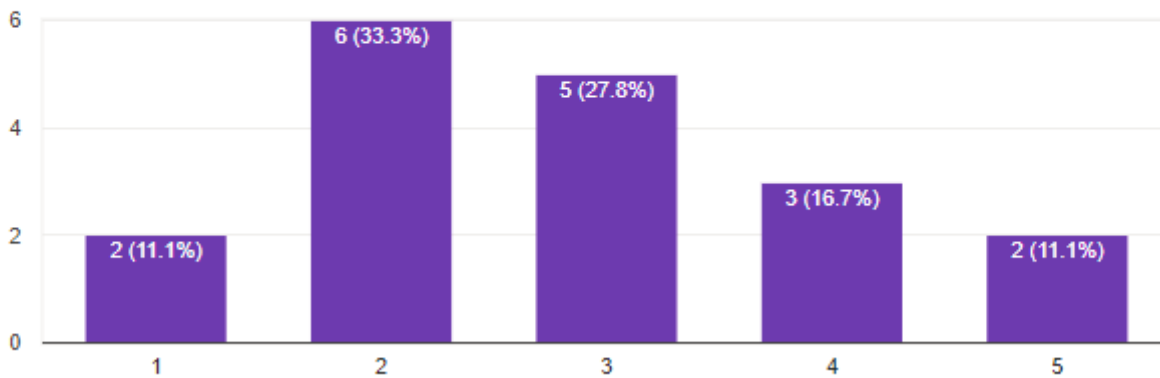
Will increase efficiency- - SchoolMint

17 responses



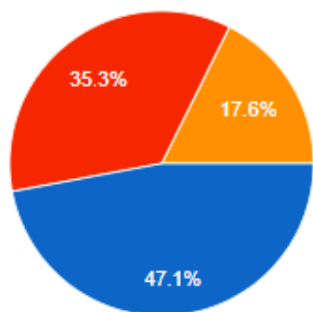
Will increase efficiency - Smart Choice

18 responses



User Friendly - School Mint

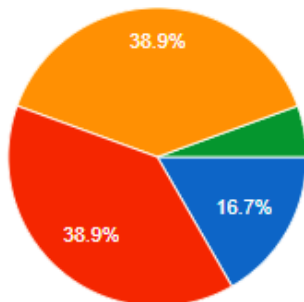
17 responses



- Strongly Agree
- Mostly Agree
- Somewhat Agree
- Do not Agree

User Friendly - Smart Choice

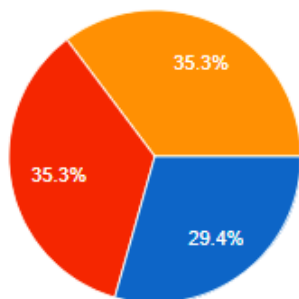
18 responses



- Strongly Agree
- Mostly Agree
- Somewhat Agree
- Do not Agree

Will Reduce Office Workload - School Mint

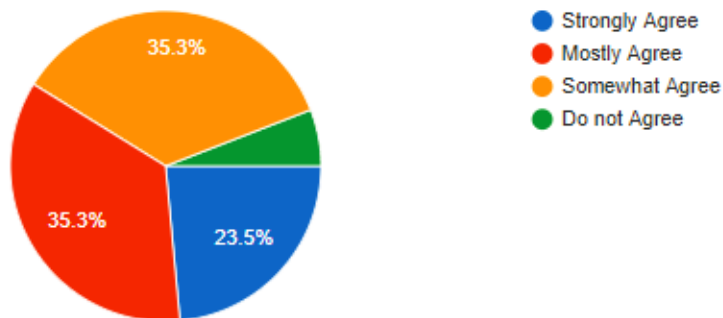
17 responses



- Strongly Agree
- Mostly Agree
- Somewhat Agree
- Do not Agree

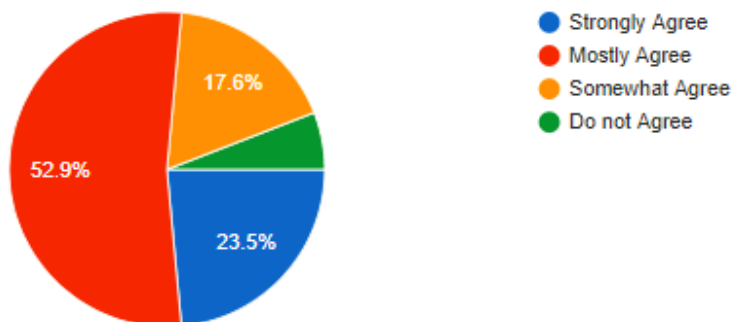
Will Reduce Office Workload - Smart Choice

17 responses



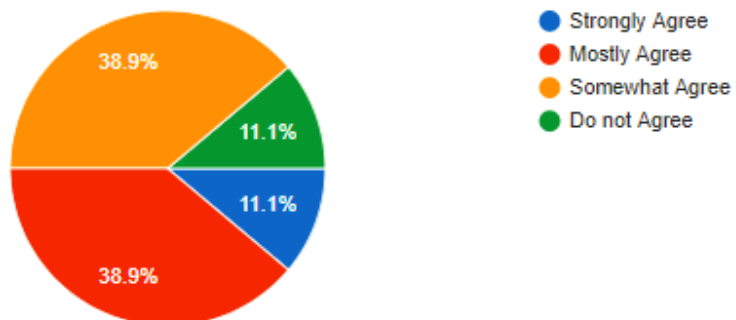
Strong Accessibility - School Mint

17 responses



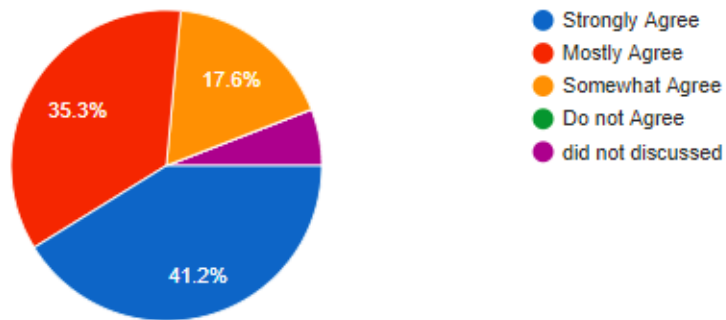
Strong Accessibility - Smart Choice

18 responses



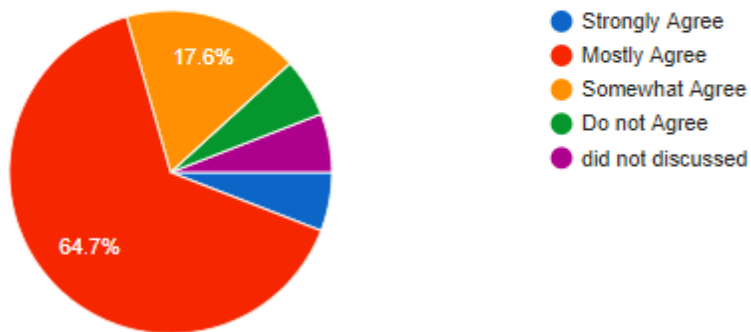
Customer Support - School Mint

17 responses



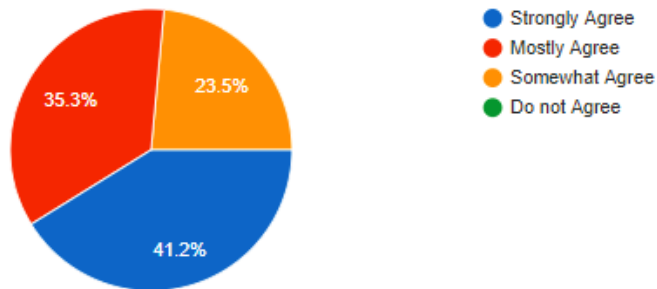
Customer Support - Smart Choice

17 responses



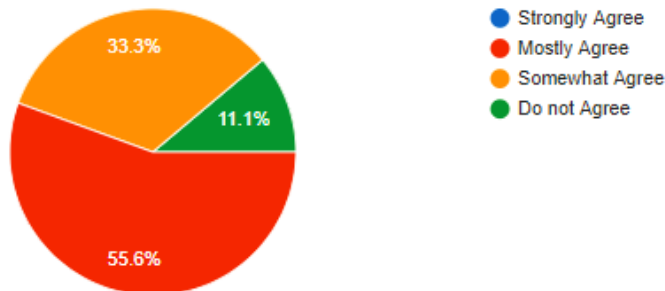
Would you Recommend it? - School Mint

17 responses



Would you Recommend it? - Smart Choice

18 responses



Additional Feedback/Concerns

4 responses

School Mint - I like the different reports and mass messaging. Smart Choice doesn't look as user friendly, I am not as such enthusiastic.

Like the notification options and language options

School Mint seems like the more simple option for parents to use. It will be beneficial to have various options to send out notifications.

I need a hands on experience on both systems.



Proposal for Magnolia Public Schools

Prepared for:

Ismael Soto
Chief External Officer
Magnolia Public Schools

Prepared by:

Jeremy Kharrazi
Account Executive
SchoolMint

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A Customized Solution For Magnolia Public Schools

Thank you for your time and your consideration of SchoolMint! I have enjoyed learning about Magnolia Public Schools and your requirements for the project.



I am confident we have the best solution for your needs. Before diving into pricing, here is a summary of the strategic benefits that we offer to our charter school and network customers.

Achieve Enrollment Goals through More Effective Marketing and Outreach:

- Engage with prospective families and track their interest before they even walk in the door
- Easily manage parent outreach and events with automated or scheduled messages and RSVPs
- Access reports to see which outreach and marketing efforts are working to achieve enrollment goals
- Increase public awareness of the strengths of your network and schools

Deliver a Smoother, More Equitable and Transparent School Choice Experience for Families:

- Support an accessible application process (in up to 20 languages, available on mobile and web)
- Communicate with parents easily through voice, text, & email messaging across multiple devices
- Give parents real-time access to their student's application/waitlist status right from their phones
- Provide a friendly user interface to save parents time and minimize redundant inquiries

Transform Your Lottery, Waitlist, and Offer Assignment Processes:

- Design customized lotteries including complex priorities/preferences & weights by school or grade
- Manage every aspect of your lottery process with transparency, including a complete audit trail
- View dynamically-updated waitlists and send offers to eligible students with the click of a button
- Optimize offer assignments for families applying to and ranking preferences for multiple schools

Streamline Application and Registration Management for School Administrators:

- Create and collect application forms including document uploads, signatures & recommendations
- Improve data integrity and avoid duplicative and incorrect data entry from manual processes
- Reduce costs associated with print, postage, and storage of excess documentation
- Maintain data accuracy with SchoolMint-SIS data integrations

Access Reliable Data in Real-time to Improve Enrollment Forecasting and Planning:

- Track how many families are progressing through each step of the application process in real time
- Generate reliable, real-time data, analytics, and reports to inform key operational/budget decisions
- Gain insight into recruiting/retaining students at key grade-level transitions (e.g. 8th to 9th grade)
- Improve enrollment outreach & capture shifting population and choice trends earlier in the year

Solution Overview

[SchoolMint](#) is a cloud-based school choice and student enrollment platform for PreK-12 charter and district schools. We partner with school systems to transform the enrollment experience for the diverse families they serve, as well as for the school administrators who manage this process. Over 6,000 schools have selected SchoolMint to streamline all aspects of school choice and enrollment, including outreach/marketing, applications, lotteries, waitlist management, registration, and year-round communications and forms.

Charter school administrators are well aware of the difficulties associated with a paper-based or outdated lottery and application processes. SchoolMint was founded to address these pain points while helping charter organizations to maintain healthy enrollments and grow. In addition, SchoolMint integrates with leading student information system providers to ensure a smooth data transfer experience for our customers.



Join The SchoolMint Party

SchoolMint's Online Enrollment Simplifies KIPP's Registration Process with Increased Efficiency and Data Insights

Challenge

KIPP Bay Area Schools is committed to helping its students achieve academic excellence. With KIPP's rapid expansion, the system was increasingly overwhelmed by the time-consuming and resource-intensive process of paper-based application and enrollment. Each year, they were deluged by more than 150,000 sheets of paper from over 5,000 applicants and needed a more seamless and efficient solution. KIPP turned to SchoolMint for a streamlined online enrollment platform that not only saves time, but also makes the school staff's jobs easier.



Solution

"We spent a lot of time looking at several online enrollment products, and SchoolMint really stood out for us," says Cindy Tsai, Director of Regional Operations at KIPP Bay Area. "We liked the fact that they understood our specific needs and were really willing to work with us to optimize the system. Also, the user interface is much easier to use and is more intuitive than the other platforms we looked at. The great design and commitment to service are truly outstanding."

Benefits

SchoolMint's Administrative Portal lets authorized personnel quickly access critical real-time enrollment and demographic data. Staff can easily track the number of applicants, know their status at all times, manage waitlists, and view the total number of acceptances throughout the process. The Communications Portal facilitates parent-school interactions with texts, emails, and phone calls; it also automatically sends personalized messages, reminders, and updates to parents during the school year.

The SchoolMint team worked closely with KIPP Bay Area Schools to provide a solution that is not only paperless but automatically manages admissions and student data across the board. "The immediacy of the access to data has been a real game-changer for us," observes Liz Coffin- Karlin, KIPP High School Matriculation Coordinator. "SchoolMint makes it easy to stay in direct and immediate contact with parents. I can see when an application is incomplete and then request the required information promptly from the parents. Getting into schools is very competitive; if the application isn't completed in time, the student doesn't get in."

Tsai also found SchoolMint’s dedicated support team to be a key factor in the success of the implementation. “A big part of our mission is to make sure kids go on to higher education,” adds Coffin-Karlin. “Eighty-six percent of our students continue to college and we’re always searching for ways to make those numbers even higher. SchoolMint automates the time-consuming enrollment process so that we can focus on what really matters to us: helping students succeed.”

View this blog, [Make Smarter Decisions with More Timely Enrollment Data](#) for more information on how an online enrollment system can help your school quickly understand enrollment trends to inform recruitment and decision-making.



Bay Area
California



11 Schools



3,800+ Students

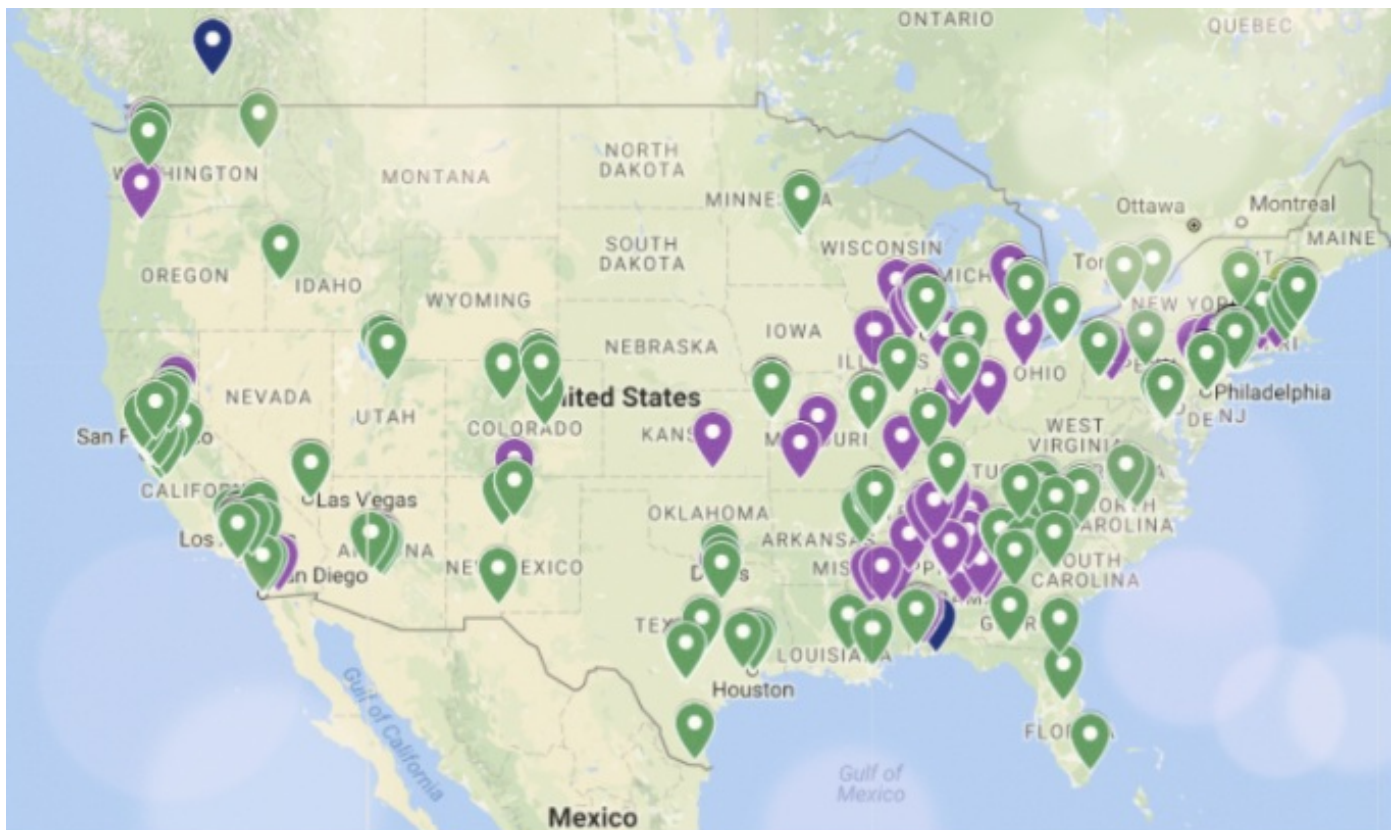
Who We're Working With



“Our schools are able to better manage the application process from start to finish (because of SchoolMint). Plus, it makes the process significantly easier and more intuitive for our families. I would recommend SchoolMint to any charter management organization.”

– **Charlie Wolfson** | Director of Project Management,
[Alliance College-Ready Public Schools](#)

Proudly serving over 2+ million students across 6,000 nationwide.





Pricing Overview

ORDER FORM NO. 1 TO THE MASTER SOFTWARE AS A SERVICE AGREEMENT

1. TERM

This Order Form 1 ("Order Form") is entered into by **SchoolMint, Inc.** ("SchoolMint") and Magnolia Public Schools ("Customer") as of _____ ("Order Form Effective Date") pursuant to the terms of the Master Service Agreement (the "Agreement"). The terms of the Agreement are incorporated by reference, as modified and supplemented hereby the terms of this Order Form. Except as expressly amended and supplemented hereby, the terms of the Agreement shall remain in full effect. The parties agree as follows:

This Order Form shall remain in effect for a period of 36 MONTHS ("Order Form Term"), unless earlier terminated in accordance with the Agreement.

2. PRODUCT:

Feature Menu
<i>Priced Modules in Bold Below - Optional Modules/Features Listed for Reference</i>
<p>New Student Registration/Re-enrollment</p> <ul style="list-style-type: none"> • Ability to build and launch all new student registration & re-enrollment forms to families.
<p>Application Management</p> <ul style="list-style-type: none"> • With a single account, families can submit inquiry forms, applications for multiple children to multiple schools, rank their preference, track application status, respond to offers. Status tracking reporting updated in real time. • Lottery / Offer / Waitlist Management: Ability to build lotteries and manage waitlists for any and all school sites/grade levels. Includes Open Seat Tracking and Priorities.
<p>Part of Purchased Package (no additional charge):</p> <ul style="list-style-type: none"> • Communications (email and text messages out of the box) • Data Analytics and Reporting • SIS Integration via export/import
<p>Student Recruitment: Interest Tracker/Event Management CRM</p> <ul style="list-style-type: none"> • Tool to capture interest from different marketing outreach methods and report on the outcome of these efforts.
<p>General Packets/Year Round Forms</p> <ul style="list-style-type: none"> • Ability to launch forms throughout the year to families (ex. Athletic registration forms, field trip forms,

summer program enrollment packets, etc.)

Language Translation

- Hard-coded parts of SchoolMint are provided in English and Spanish for no extra charge. Translations of hard-coded SchoolMint fields and Custom Forms (application, registration or other forms) offered at additional charge. SchoolMint has translated system up to 20 different languages so far.

Fee Collections*

- Ability to collect a one-time fee per packet (ex. Application fee for international schools, field trip fee, athletic fee, etc.)

* (4% + \$0.30 per transaction fee)

Voice Calls

- Ability to send robo calls or recorded messages via phone call right from the system

Custom Branding

- Landing page and Custom CSS

Teacher Recommendations

- Ability to attach teacher recommendation as part of applications, registration , or general year round forms.

Data Import

- Import of new student data

3. IMPLEMENTATION AND SUPPORT

Items	Description
Phone Support	8 AM to 5PM CST
Email Support	24/7 (< 24 response time for critical issues)
Dedicated Acct Manager	Your account manager will be your main point of contact for initial implementation, training and on-going support
Configuration	Your Implementation fee includes working with your account manager to complete the initial implementation for forms, priorities and lottery rules into SchoolMint. (After the initial implementation is complete and approved, subsequent changes to forms, priorities, etc. will be charged on an hourly consulting basis)
Forms	Your implementation fee includes building up to 15 custom forms based on editable PDFs or Word forms. Your administrators have the ability to build any number of additional forms on their own.
Imports	Your implementation fee includes a yearly import for re-enrolling students. Additional imports can be accommodated at an hourly consulting basis

Languages	SchoolMint supports English and Spanish by default. SchoolMint questions and account creation instructions are available in English and Spanish by default, and SchoolMint will be able to accommodate any Spanish translations provided by the customer for custom questions in the customer's application or registration forms. There will be a separate and additional fee for the addition of commonly supported languages and the addition of other languages . Please check the current pricing with the Customer Success Team if it's not included in your current package.
Custom Exports	SchoolMint can build custom exports based on your specifications. Throughout the year, you can request quotes. Total cost is based on your requirements.
Training	Your implementation fee includes up to 5 hours of training in your first year conducted by SchoolMint Customer Success team – SchoolMint 101, Communications, Lottery, Registrations and Re-enrollment. Any additional trainings in the first year, or subsequent years is charged at our hourly consulting rate. Access to video and written training materials and webinars will always be available to you.
Hourly Consulting Rate	\$100 / hr.

4. LICENSE LIMITATIONS AND FEES

a. Usage Limitations and License Fees are as follows

Type of License	Year 1	Year 2	Year 3	Year 4	Year 5
# of Students	4,000	4,000	4,000	4,000	4,000
# of Sites	10	10	10	10	10

Costs Summary	Year 1	Year 2	Year 3	Year 4:	Year 5:
Annual Site Costs	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500
Annual License Costs	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Setup, Implementation, Training Costs	\$4,500	—	—	—	—
Total	\$37,000	\$32,500	\$32,500	\$32,500	\$32,500

Invoice Schedule	\$ Per Year
Year 1: May 1. 2018	\$37,000
Year 2: May 1, 2019	\$32,500
Year 3: May 1, 2020	\$32,500
Year 4: May 1, 2021	\$32,500
Year 5: May 1, 2022	\$32,500

By signing here, both parties agree to SchoolMint's "[Master Service Agreement](#)".

Payment Terms:

Please make all checks payable to:

SchoolMint Inc.
564 Market Street, Suite 500,
San Francisco, CA, 94104

You can also make payments by Bank Transfer.

Bank Name: Silicon Valley Bank:
Address: 3003 Tasman Drive, Santa Clara, CA 9054, USA
Account No: 3302132232
Routing #: 121140399 **Swift Code:** SVBKUS6S
Terms: Payment term is due net 30 days

Magnolia Public Schools

Name:

Signature:

Title:

Date:

SchoolMint Inc.

Name: Jinal Jhaveri

Signature:

Title: CEO

Date:

Annual license costs automatically renew every year unless Customer provides SchoolMint with advance notice (60 days) prior to license original expiration date. If you cancel sixty (60) days prior to an upcoming renewal date, you will not be charged on the following renewal date and henceforth. For additional details, view our Payment Policy.



Licensee Information Sheet
(Please submit a completed copy with the Contract)

Main Contact:

Name: _____

Phone: _____

Email address: _____

Address: _____

Licensee Onboarding/Implementation Contact:

Name: _____

Phone: _____

Email address: _____

Address: _____

Invoicing Contact (Where the SchoolMint invoice/s should be sent):

Name: _____

Phone: _____

Email address: _____

Address: _____

Accounts Payable/Finance Contact:

Name: _____

Phone: _____

Email address: _____

Address: _____

Master Service Agreement

SchoolMint is committed to the highest standards.

This Master Service Agreement (“Agreement”) is entered into by SchoolMint, Inc. with a primary place of business at 564 Market St. Suite 500 San Francisco, CA 94104 (“SchoolMint”) and contracting entity (“Licensee”). The parties hereby agree as follows:

1. DEFINITIONS

- a. “Additional Licenses” means licenses that may be procured during the Term in addition to the initial licenses as set forth in an Order Form.
- b. “Enterprise Support. If set forth in an Order Form, Enterprise Support includes Standard Support plus telephone support and a dedicated support liaison.
- c. “Licensee Content” means any original content submitted by Licensee through use of the Services, or content that has been collected from other sources and provided by Licensee. “Licensee Content” may include but is not limited to electronic data or information in any format including text, images, video, audio, or other media file.
- d. “Malicious Code” means any computer code, file or program that is designed or intended to scrape the website, disrupt, damage, limit, do harm to or otherwise interfere with the computer system of another or compromise the Services. Malicious Code may include but is not limited to: viruses, Trojan horses or worms.
- e. “Named User(s)” means an employee, contractor or agent of Licensee as well as School Administrators residing working at the contracting entity (“Licensee”) authorized to use the Services on behalf of Licensee by submitting a username and password.
- f. “Order Form” means a document referencing this Agreement in which the business terms of an arrangement are sufficiently detailed such that SchoolMint can fulfill the order.
- g. “Services” shall mean the software as a service, including any underlying technology offered by SchoolMint to Licensee as a hosted solution in accordance with this Agreement. “Services” includes any

modifications or corrections provided as part of Standard Support or Enterprise Support, Additional Licenses and Additional Features (as applicable).

h. “Enrollment System” mean internet-based accounts and system created by Schoolmint to manage admissions and parent-school communication.

i. “Standard Support” means the standard maintenance and technical support provided by SchoolMint in connection with the Services, which is expressly limited to online chat and email support.

j. “Term” means the subscription term as set forth in an Order Form.

2. USE OF SERVICE

a. License. SchoolMint hereby grants to contracting entity, non-exclusive, worldwide, and non-transferable license to access and use the Services on a subscription basis during the Term, for accepting applications for contracting entity, in accordance with any limitations herein and as set forth in an Order Form.

b. License Restrictions. Licensee shall not, nor shall it permit others to: (i) reverse engineer, decompile or otherwise seek to obtain the source code to the Services; (ii) copy or modify the Services, or create derivative works; (iii) use the Services other than for the contracting entity (“Licensee”); (iv) rent, sell, provide access to, distribute, license or sublicense the Services to a third party as a service bureau; or (v) violate the terms of any third party agreement in using or submitting Licensee Content.

c. Usage Limitations. Services are subject to the usage limits set forth in an Order Form. Licensee is responsible for any and all actions taken using Licensee’s accounts and passwords, and for Named Users’ compliance with this Agreement. Enrollment System is configured by Licensee and may be changed at any time during the Term, up to the specified limits. Licensee grants SchoolMint the right to access designated Enrollment System on its behalf and, where required, it shall provide SchoolMint the appropriate credentials to do so. If a provider of the Enrollment System Account terminates Licensee’s account or makes SchoolMint’s access to such Student Enrollment System inoperable, SchoolMint reserves the right to cease providing access to that Enrollment Account and Licensee may re-configure the Services accordingly.

d. Licensee Conduct. In using the Services, Licensee agrees to the following: (i) Licensee shall not incorporate into or otherwise transmit through the Services any Licensee Content that violates or infringes the rights of others, including without limitation any material that: (A) may be abusive, indecent, threatening, obscene, harassing, violent, defamatory, libelous, fraudulent, or otherwise objectionable; (B) encourages or otherwise promotes conduct that would constitute a criminal offense or give rise to civil liability; (C) impersonates any person or entity or that otherwise misrepresents Licensee’s affiliation with a person or entity; (D) contains Malicious Code; (E) is in violation of the CAN-SPAM Act or any other applicable laws pertaining to unsolicited email, SMS, text messaging or other electronic communications, or the transmission of emails to an individual or entity with which Licensee has no preexisting relationship; (F) includes the private information of another without express permission, including but not limited to contact information, social security numbers, credit card numbers or other information which a

reasonable would consider private in nature, (G) violates any privacy, intellectual property or proprietary right of another; (H) is pornographic or sexual in nature; (I) expressly targets children under the age of 13; or (J) is unlawful or otherwise objectionable, in SchoolMint's sole opinion. (ii) Licensee shall ensure that Licensee's use of the Services is at all times compliant with all applicable local, state, federal and international law, regulations and conventions, including without limitation, those related to data privacy, international communications, and the exportation of data of any kind, regulations of the U.S. Securities and Exchange Commission and/or any rules of a securities exchange in the U.S. or elsewhere. (iii) Licensee shall not hack nor shall it permit others to hack the Services.

4. SUPPORT

As specified in an Order Form, SchoolMint will provide Standard Support or Enterprise Support at no additional charge.

5. OWNERSHIP

- a. SchoolMint IP. SchoolMint and its suppliers retain all right, title and interest including without limitation all patent, copyright, trademark, trade secret and other intellectual property rights in and to the Services and Additional Features (defined below), including the underlying technology, tools, algorithms, improvements, modifications, including all modifications and derivative works thereof (together "SchoolMint IP").
- b. Feedback. Licensee may provide input, suggestions, recommendations, comments and other feedback about the Services ("Feedback"). Licensee grants SchoolMint a perpetual, worldwide, irrevocable, royalty-free license to use, copy, distribute, modify and create derivative works of the Feedback without restriction.
- c. Additional Features. In certain circumstances, SchoolMint may work with Licensee to develop new features, add-ons, tools, inventions and/or other intellectual property to improve or enhance the Services, or to create new SchoolMint products or services ("Additional Features"). The creation or improvement of any Additional Features shall not be considered a work made for hire and SchoolMint shall own without limitation all rights, title and interest thereto. As applicable, SchoolMint grants to Licensee a non-exclusive, worldwide, royalty-free, license to access and use any Additional Features during the Term, for the purposes contemplated hereunder.

6. FEES & PAYMENTS

- a. Fees and Payment. All fees are as set forth in an applicable Order Form and shall be invoiced and paid by Licensee net 30 from date of invoice. Subscription fees are payable annually, in advance, and

SchoolMint may invoice as of the Effective Date of an Order Form. Licensee is responsible for paying any sales, use, GST, value-added withholding, or similar taxes imposed by a government entity with respect to the Services. All fees are non-cancellable and non-refundable. SchoolMint has full right to increase the fees on a year-to-year basis. The increment in fees per year will not exceed 20% of the original yearly subscription fees.

b. Suspension of Service. In the event that payment is more than 30 days past due, SchoolMint reserves the right to suspend and/or terminate the Services and the Agreement, including any Order Form. SchoolMint will notify Licensee of such delinquency at least 7 days prior to suspending or terminating service. This shall be in addition to any other remedy available to SchoolMint at law or in equity.

7. TERM AND TERMINATION

a. Term. This Agreement shall remain in effect from the Effective Date through expiration of the Term set forth in an Order Form, subject to termination in accordance with this Agreement.

b. Termination for Cause. Either party may terminate this Agreement, including an applicable Order Form, immediately upon notice if the other party: (i) fails to cure a material breach of this Agreement within 30 days of receiving written notice of such breach if such breach is capable of a cure, or immediately upon notice in the event of a material breach which is not by its nature capable of cure; (ii) ceases operation without a successor; or (iii) becomes the subject of any bankruptcy, receivership, trust deed, creditors' arrangement, composition, or comparable proceeding. In the event of a breach of Section 2.4 (Licensee Conduct), SchoolMint may immediately terminate the Agreement, including any Order Form.

c. Effect of Termination. Upon expiration or termination of this Agreement for any reason (i) Licensee shall immediately cease all use of and access to the Services, including any SchoolMint IP; (ii) each party shall return any and all Confidential Information of the other in its possession, or, upon request, destroy such Confidential Information and certify destruction thereof; and (iii) Licensee shall immediately pay to SchoolMint all fees due through the date of termination.

d. Survival. The following Sections shall survive expiration or termination of this Agreement: 2(b) (License Restrictions), 3(c) (Indemnification by Licensee), 5 (Ownership), 6 (Fees and Payment), 7 (Term and Termination), 9 (Limitation of Liability), 10 (Indemnification), 11 (Confidential Information), and 13 (General Terms).

8. NO WARRANTY

EXCEPT AS EXPRESSLY PROVIDED HEREIN, THE Services are provided "AS IS" AND WITH ALL FAULTS. SchoolMint specifically DISCLAIMS ANY AND ALL OTHER WARRANTIES, INCLUDING, BUT NOT LIMITED TO IMPLIED WARRANTIES OF NON-INFRINGEMENT, MERCHANTABILITY, AND

FITNESS FOR A PARTICULAR PURPOSE. SCHOOLMINT DOES NOT WARRANT THAT THE SERVICES WILL BE UNINTERRUPTED OR ERROR FREE or that the services are free of viruses or other harmful components. SCHOOLMINT DOES NOT MAKE ANY REPRESENTATIONS OR WARRANTIES REGARDING THE USE OR RESULTS OF the SERVICES IN TERMS OF THEIR CORRECTNESS, completeness, ACCURACY, RELIABILITY OR OTHERWISE.

9. LIMITATIONS OF LIABILITY

- a. SCHOOLMINT SHALL NOT BE LIABLE FOR INDIRECT, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND, OR FOR LOST PROFITS OR REVENUES, LOST DATA, OR FAILURE OF SECURITY MECHANISMS, WHETHER IN CONTRACT OR TORT AND REGARDLESS OF THE FORM OF ACTION, EVEN IF SCHOOLMINT HAS BEEN ADVISED OF the POSSIBILITY OF SUCH DAMAGES IN ADVANCE. SchoolMint SHALL NOT BE LIABLE FOR DELAYS, INTERRUPTIONS, SERVICE FAILURES AND OTHER PROBLEMS INHERENT IN USE OF THE INTERNET OR OTHER SYSTEMS OUTSIDE THE REASONABLE CONTROL OF SchoolMint, OR FOR DAMAGE RESULTING FROM MALICIOUS CODE THAT HAS BEEN INTRODUCED INTO THE SERVICES BY A THIRD PARTY THROUGH NO FAULT OF SCHOOLMINT.
- b. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, SCHOOLMINT'S ENTIRE LIABILITY SHALL BE LIMITED TO THE AMOUNT ACTUALLY PAID BY LICENSEE TO SCHOOLMINT DURING THE PRIOR TWELVE MONTHS UNDER THIS AGREEMENT.
- c. The above limitations shall survive and apply even if any limited remedy specified herein is found to have failed of its essential purpose.

10. INDEMNIFICATION

SchoolMint shall indemnify, defend and hold Licensee harmless from and against any claim brought by a third party claiming infringement of any U.S. intellectual property right based upon Licensee's authorized use of the Services; provided that: (a) Licensee provides SchoolMint with prompt written notice of the claim; (b) SchoolMint retains the sole and exclusive right to direct the defense or settlement of such claim; and (c) Licensee provides reasonable cooperation at SchoolMint's expense. If Licensee's use of the Services is found to infringe, or if in SchoolMint's opinion it may be found to infringe, SchoolMint may, in its sole discretion, terminate the Agreement and refund to Licensee any pre-paid fees for the portion of the Term not rendered. The foregoing obligation shall not apply if: (i) the Services are modified by any party other than SchoolMint or (ii) the alleged infringement is due to unauthorized use of the Services. THIS SECTION SETS FORTH SchoolMint's SOLE LIABILITY AND LICENSEE'S SOLE AND EXCLUSIVE REMEDY WITH RESPECT TO ANY CLAIM OF INTELLECTUAL PROPERTY INFRINGEMENT.

11. CONFIDENTIAL INFORMATION

“Confidential Information” means all confidential or proprietary information disclosed by one party (“Disclosing Party”) to the other (“Receiving Party”), whether orally or in writing, that is designated as confidential or that reasonably should be understood to be confidential given the nature of the information and the circumstances surrounding disclosure. The SchoolMint IP, passwords, pricing and the terms of this Agreement, including any Order Form, shall be deemed Confidential Information of SchoolMint. Each party shall protect the other’s Confidential Information with the same degree of care as it uses to protect its own such information, and Confidential Information shall only be used for the purposes contemplated herein. The Receiving Party’s nondisclosure obligations shall not apply to information which the Receiving Party can document: (a) was rightfully in its possession or known to it prior to receipt of the Confidential Information; (b) is or has become public knowledge through no fault of the Receiving Party; (c) is rightfully obtained by the Receiving Party from a third party without breach of any confidentiality obligation; (d) is independently developed by the Receiving Party without access to such information; or (e) disclosure is required pursuant to a regulation, law or court order (with advance notice to the Disclosing Party). The Receiving Party acknowledges that disclosure of Confidential Information would cause substantial harm for which monetary damages would be insufficient and therefore upon any such disclosure the Disclosing Party shall be entitled to equitable relief in addition to any other remedies it might have at law.

12. Publicity (Announcements and Press Releases

Licensee agrees to participate in the following activities with SchoolMint. All content developed by SchoolMint is subject to licensee’s final approval.

- a. SchoolMint and Licensee can each use the other’s Marks for marketing and public relations. Licensee agrees that SchoolMint can use licensee’s name and Marks on the SchoolMint website to identify Licensee in general marketing materials and in demonstration versions of the product.
- b. Press Releases. Both parties consent to press releases by the other regarding this Agreement, as long as the other party approves the release prior to publication. This may include an announcement of the parties’ business relationship, successful implementation, and/or another newsworthy topic pertaining to the licensee.
- c. Participate in a (written or video) case study detailing business benefits the licensee has derived from using the SchoolMint product that would be promoted in the marketing materials.

13. Piggyback/Rider Clause

The licensor agrees to allow the licensee and other public agencies and school districts in the U.S. to purchase additional items, at the same terms and conditions that apply to this contract. Districts and agencies may order additional items/features in quantities and amounts. Any Liability created by Purchase Orders/Order Forms issued against this agreement shall be the sole responsibility of the district or agency placing the order.

14. U.S. GOVERNMENT.

The Services are considered to be commercial in nature, as defined in FAR Section 12.211 (Technical Data) and FAR Section 12.212 (Software). The rights afforded to any U.S. Government end users include only those rights as are made available to the public. Any use of the Services by the U.S. Government shall be solely in accordance with this Agreement.

15. GENERAL TERMS

Licensee agrees to participate in the following activities with SchoolMint. All content developed by SchoolMint is subject to licensee's final approval.

- a. **Assignment.** Neither party may assign this Agreement in whole or in part without the other party's prior written consent; however SchoolMint may assign this Agreement to a successor-in-interest of all or substantially all of its stock, assets, or voting securities, provided that such successor agrees to be bound by the terms of this Agreement. Any attempted assignment in violation of this provision will be void.
- b. **Severability.** If any provision of this Agreement is determined to be unenforceable or invalid by a court of competent jurisdiction, such provision shall be construed to the maximum extent possible and the Agreement shall otherwise remain in effect.
- c. **Governing Law; Jurisdiction and Venue.** This Agreement shall be governed by the laws of the State of California and the United States without regard to conflicts of laws provisions thereof, and without regard to the United Nations Convention on the International Sale of Goods. Any claim arising from this Agreement shall be brought in the state and federal courts having jurisdiction in San Mateo County, California.
- d. **Notice.** Any notices hereunder shall be in writing and sent to the parties at the addresses identified in the first paragraph of this Agreement unless otherwise designated in writing and shall be deemed effective: (i) if given by hand, immediately upon receipt or (ii) if given by overnight courier service, the first business day following dispatch.

- e. Waivers. Failure by either party to enforce a provision of this Agreement shall not be deemed a waiver of any other provision. A waiver will not be effective unless in writing signed by the waiving party.
- f. Entire Agreement. This Agreement is the complete and exclusive statement of the mutual understanding of the parties and supersedes all previous written and oral agreements and communications relating to the subject matter hereof, including the terms of any unsigned click-wrap license that may be required prior to Licensee's use of the Services. No terms contained in a purchase order shall have any force and effect, even if signed and returned by SchoolMint. Any modification of this Agreement shall be in writing and signed by each party.
- g. Security. SchoolMint is FERPA and COPPA compliant. We don't sell or distribute any student or parent information. All the communication from web and mobile client to the server happens over a secure channel https channel. Also all our servers are in private cloud and a secure database avoiding any direct access from outside. We encrypt any critical student information and we also implement a secure Role based access control with solid authentication/authorization to avoid any data and information leaks.
- h. Force Majeure. Neither party shall be liable to the other for any delay or failure to perform any obligation hereunder (except for the payment of money) if the delay or failure is due to unforeseen events which occur and which are beyond the reasonable control of such party, including but not limited to natural disasters, Internet service provider failures or delays, strikes, war, acts of terrorism, riot, labor conditions, failure or diminishment of power or telecommunications or data networks or services, or refusal of a license by a government agency.
- i. Authorized Signatory. Each signatory hereto represents that he or she is authorized to sign this Agreement on behalf of his or her respective company.

Cover Sheet

Lease Agreement with The Bridge Bible Fellowship Church Accommodate MSA-1 MS Growth During 2018-19

Section: II. Consent Items
Item: C. Lease Agreement with The Bridge Bible Fellowship Church
Accommodate MSA-1 MS Growth During 2018-19
Purpose: Vote
Submitted by:
Related Material: II C TBBF Lease for MSA 1.pdf



Board Agenda Item #:	II C- Consent Item
Date:	Thursday, April 12, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	One Year Lease Agreement with Bridge Bible Fellowship for Classrooms to Accommodate MSA-1 6 th Graders

Proposed Board Recommendation(s)

The C-Team proposes that the Magnolia Board of Directors grant Dr. Caprice Young, CEO and Superintendent, the authority to negotiate and sign a one year lease agreement with The Bridge Bible Fellowship Church (“TBBF”) located 1864 Sherman Way to house a cohort of 6th graders (up to 150 students). The proposed one year lease is being prepared jointly by Musick Peeler & Garrett LLP and by Patrick Ontiveros.

Background

Due to multiple delays with permitting, MSA-1’s new building to be constructed immediately adjacent to its existing facility will not be completed in time for the 2018-19 school year. MSA-1 has accepted additional students and therefore is in need of additional space to house those students. After conducting extensive searches in adjacent areas, Board Member Covarrubias introduced MSA-1 to The Bridge Bible Fellowship where her son had previously attended when it had an elementary school which has since shut down.

MSA-1 Principal Mustafa Sahin and CEO Dr. Caprice Young have had multiple meetings with representatives from TBBF. Most recently, C-Team members Suat Acar and Patrick Ontiveros joined Principal Sahin and Dr. Young in meeting with several TBBF representatives to review the space that the church can make available to MSA-1 for lease and to discuss preliminarily some of the logistical and operational challenges that will need to be overcome. Neither side thought that any of the concerns discussed were insurmountable. MPS expressed its flexibility in coordinating its schedule with the other groups who use the church’s facilities.

The next steps are as follows: (1) MPS will prepare a lease that incorporates all of the logistical and operational issues discussed at the Wednesday, April 4th meeting, and (2) TBBF elders will vote on the lease of space to MSA-1.

Budget Implications

The C-team and MSA-1 believe that it is in the best interests of both to lease temporary facilities to house an expanded 6th grade class. Finance is presently preparing a pro forma to show budget impacts but the C-Team is confident that MSA-1 will have sufficient revenue from the increase in enrollment to support the temporary site. To handle short term cash flow needs for the new temporary site, MSA-1 will use reserves to fund operations. After the submission of the P-1, MSA-1 will receive added funds for the additional accepted students and any such funds will be used to pay back the loan from reserves. MSA-1 effectively will borrow from and repay itself.

Some of the arrangements verbally agreed to by MPS and TBBF are as follows:

Base Rent	\$10,000 per month
Maintenance	MSA-1 will hire a full time maintenance person
Space	4 classrooms in “J” Building, 1 classroom on the 2 nd floor of “I” Building
Utilities	“J” Building is separately metered All other applicable utilities will be shared equitably
Parking	MSA-1 will receive some parking spots
Lunch Facilities	MSA-1 will be able to use a separate lunch area in another building

Risks

The C-Team sees very little to no risk in entering into a lease for TBBF’s space. The lease will be documented on an industry standard AIR form. Entering into this lease will allow MSA-1 to ramp up its enrollment in anticipation of completion of the new building. The TBBF facilities are in immaculate shape. Therefore, very few, if any, improvements will need to be made. Moreover, MSA-1 would have its own separate entrance for drop-off and pick-up, access to a large open field for physical education, and a lounge for after school care. The biggest risk at this juncture is that TBBF’s elders will reject the proposal.

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

The swing space at TBBF supports the larger MPS goal of serving more students who need our programs and allows MSA-1 to maintain projected growth while the building is completed.

Name of Staff Originator:

Patrick Ontiveros, General Counsel & Director of Facilities

Attachments

None

Cover Sheet

Approval of Change Order for MSA-Santa Ana Gym Project Regarding Basketball Backboards

Section: II. Consent Items
Item: D. Approval of Change Order for MSA-Santa Ana Gym Project
Regarding Basketball Backboards
Purpose: Vote
Submitted by:
Related Material: II D Change Order for MSA SA.pdf



Facility Committee Agenda Item #:	II.D- Action Item
Date:	April 12, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Project Change Order Requests for MSA – Santa Ana

Proposed Committee Recommendation(s)

Staff recommends that Board of Directors approve MPS agreeing to potential change order 11 (“PCO 11”) (“furnish & install power & switch for basketball backboards”) from general contractor RC Construction and signing the corresponding change orders upon receipt from RC Construction Services Inc. The total cost for PCO 11 has been estimated to be approximately **\$19,210.00**. Gafcon is presently reviewing the cost estimate provided by RC Construction and will negotiate a fair and equitable price based on its own estimate.

Background

Board policy requires that all project change orders be brought to the Board for review and approval. General contractor “RC Construction Services, Inc.” has submitted a change order request. At a prior board meeting Gafcon mentioned that certain change orders would be forthcoming due to certain scope gaps in the drawings. PCO 11 is needed due to information missing from the bid set. Specifically, the electrical engineer failed to provide power to the basketball backboards limiting the utility of the gymnasium for other sporting activities, such as volleyball. No fees will be charged by the design team for making these corrections. These are installation costs that would have been incurred anyway by MPS had the omission not occurred. These are Change Order Requests. The formal change order request will be forthcoming from RC Construction on the prescribed industry form.

Budget Impacts

The Board previously approved the revised project budget for MSA-Santa Ana (\$4,459,380) which included an inter-company/school loan to cover overages above the previously approved project budget (\$3,859,380). This potential change order will be covered by the current budget.

Exhibits (attachments):

1. PCO #11



Exhibit 1

Potential Change Order #11



R.C. CONSTRUCTION SERVICES, INC
2223 N. LOCUST AVE
RIALTO CA 92377

Change Order Request

License # 716719

ORDER 11
 ORDER DATE 03/21/2018
 REQUESTED BY

RFI 75 & 78

TO **MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**
250 E. FIRST STREET, STE 1500
LOS ANGELES CA 90012

PROJECT **275008**
MAGNOLIA GYMNASIUM

2840 W. FIRST STREET
SANTA ANA CA 92703

The contractor agrees to perform and the owner agrees to pay for the following changes to this contract

PLANS ATTACHED
 SPECIFICATIONS ATTACHED

Description of Work	Amount
Per RFI 75 & 78 Provide power and key switch for the basketball system	
Circle City Electric	17,513.00
GC Fee @ 7%	1,226.00
Insurance @ 1.5%	281.00
Bond @ 1%	190.00

Negative changes will lower the overall contract price requiring no additional payment by owner.

Requested Amount of Change

19,210.00

The original Contract Sum was.....	3,864,000.00
Net change by previous Change Orders	0.00
The Contract Sum prior to this Change Order	3,864,000.00
The Contract Sum will be changed by this Change Order	19,210.00
The new Contract Sum including this Change Order will be.....	3,883,210.00
The Contract Time will be changed by.....	0 Days

Approved _____ Date _____ Date _____
 Contractor _____ Owner _____

Record # 19467



PROPOSAL
CIRCLE CITY ELECTRIC, INC

18726 Van Buren Blvd, Riverside, CA 92508
(P) 951-789-6872 Ext.108 (F) 951-789-0585 (C) (951) 634-5023
License# 582166 PWCR/DIR # 1000001615

Proposal No. C06-185

Job Name: Magnolia Gym
Attn: RC Construction
Date: March 21, 2018

We propose to provide and install additional electrical for basketball courts per RFI-75 and 78. Switches provided By others.

THIS PROPOSAL EXPIRES 14 DAYS

Cost: 17,513.00
Added Time: None

EXCLUSIONS:

1. ALLOWANCES, ENGINEERING, DESIGN, PLAN CHECK, LICENCES, UTILITY COMPANY CHARGES, FEES & PERMITS
2. CUT, DEMO AND PATCH OF ASPHALT, CONCRETE AND LANDSCAPE, OR ANY STREET WORK.
3. CUT, DEMO AND PATCH OR PAINT OF WALLS FLOORS OR CEILINGS.
4. ROOF PATCH AND REPAIR.
5. POLE BASES AND FORMED CONCRETE.
6. NO ACCLERATED COST ARE INCLUDED IN THIS PROPOSAL
7. PLA, PSA AND CRA OR OTHER UNION AGREEMENTS
8. THIS PROPOSAL CONTAINS PROPRIETARY INFORMATION AND IS CONSIDERED CONFIDENTIAL TO THE RECEPIENT. IT IS SUBMITTED UPON THE EXPRESS CONDITION THAT THE INFORMATION CONTAINED HEREIN WILL NOT BE RELEASED TO COMPETITORS OR OTHERWISE BE USED DIRECTLY, OR INDIRECTLY, IN A WAY DETRIMENTAL TO THE INTREST OF CIRCLE CITY ELECTRIC, INC.
9. VANDALISM, THEFT AND DAMAGE TO ELECTRICAL EQUIPMENT AND MATERIAL STORED ON SITE.

CCE Authorized Signature:

Digitally signed by Ken Benner
DN: cn=Ken Benner, o=Circle City Electric Inc,
ou=Project Manager,
email=ken.benner@circlecityelectric.com, c=US
Date: 2018.03.21 13:16:08 -0700

Date: 21 Mar 2018

Print Name: Ken Benner

NOTE: THIS PROPOSAL WILL ACT AS A PURCHASE ORDER TO COMPLETE THE WORK ABOVE WHEN SIGNED BY BOTH PARTIES.

Acceptance of proposal: The above prices, specifications and conditions are satisfactory and are hereby accepted.
Circle City Electric is authorized to perform the work as specified.

Signature: _____

Date: _____

Print Name: _____

Company Name: _____

Incl:
Bid Summary
Material List
RFI-75 and 78

3/21/2018 1:13:02 PM

Page 1

**17-0185 C06 Basketball Switches
Totals (Summary) - Bid Summary: COR**

Material	
Non-Quoted	\$2,477.30
Quotes	0.00
Sales Tax (7.75%)	191.99
Total Material	\$2,669.29
Labor	
Direct (163.96 hours @ \$75.68)	\$12,408.25
Non-Productive Labor	0.00
Total Labor (163.96 hours)	\$12,408.25
Direct Job Expenses	\$0.00
Tools and Miscellaneous Materials	0.00
Subcontracts	0.00
Job Subtotal (Prime Cost)	\$15,077.54
Overhead (15.00%)	2,261.63
Profit (0.00%)	0.00
Job Total	\$17,339.17
Bond	173.83
Job Total with Bond	\$17,513.00
Actual Bid Price	\$17,513.00
Material to Direct Labor ratio: 0.18	
Prime Cost per square foot	\$0.00
Job Total per square foot	\$0.00
Actual Bid Price per square ft	\$0.00
Labor cost per square foot	\$0.00
Labor hours per square foot	0.00
Gross Profit %	13.91
Gross Profit \$	\$2,435.46
Net Profit %	0.99

3/21/2018 1:11:49 PM

Page 1

17-0185 C06 Basketball Switches

Job Number: 3787

Extension By Phase

Item #	Description	Quantity	Price U	Ext Price	Labor Hr U	Ext Lab Hr
--- 01 Raceway, Fittings & Boxes ---						
1011	3/4" EMT (Difficult)	360	57.72 C	207.79	7.50 C	27.00
1144	3/4" Liquidtight (metallic)	10	94.99 C	9.50	7.50 C	0.75
1348	3/4" GRC Elbow (Standard 90D)	8	500.00 C	40.00	0.40 E	3.20
1497	3/4" Compression Steel Ins Throat Conne	20	40.19 C	8.04	0.20 E	4.00
1577	3/4" Compression Steel Coupling	40	41.98 C	16.79	0.30 E	12.00
1587	3/4" Locknut	8	14.82 C	1.19	0.12 E	0.96
1866	3/4" GRC Coupling	8	1.43 C	0.11	0.12 E	0.96
1962	3/4" 90D LT Flex Conn w/Ins Throat	4	742.18 C	29.69	0.46 E	1.84
2279	3/4" 1-Hole Strap	4	10.87 C	0.43	4.00 C	0.16
2315	3/4" Edge Beam Clamp	56	7.14 E	399.84	40.00 C	22.40
2336	3/4" Unistrut Strap	72	62.34 C	44.88	10.00 C	7.20
2356	3/4" Conduit Hanger w/Bolt	12	44.87 C	5.38	25.00 C	3.00
2573	4" Square Deep Box (1/2 & 3/4 KO's)	9	120.74 C	10.87	0.30 E	2.70
2733	4" Square-1G Plaster Ring-1"D	5	87.25 C	4.36	0.15 E	0.75
6662	3/8" Nut	60	24.16 C	14.50	0.06 E	3.60
8244	1-1/2" x 8" Core Drill Concrete	2	0.00 E	0.00	1.10 E	2.20
16546685	3/8-16X1 Inch Hex Head Bolt	60	27.00 C	16.20	22.00 C	13.20
16546686	3/8" Lock Washer	64	14.87 C	9.52	0.03 E	1.92
16546687	3/8" Fender Washer	64	29.70 C	19.01	0.03 E	1.92
--- 01 Raceway, Fittings & Boxes Total ---				838.10		109.76
--- 02 Wire & Cable ---						
2787	#12 THHN CU Solid Wire	1,300	103.87 M	135.03	6.00 M	7.80
--- 02 Wire & Cable Total ---				135.03		7.80
--- 03 Distribution ---						
3969	20A 2P 120/240V Bolt-On Circuit Breaker	1	79.30 E	79.30	0.50 E	0.50
--- 03 Distribution Total ---				79.30		0.50
--- 05 Wiring Device & Covers ---						
4459	20A Spec Grade SP Switch	2	7.89 C	0.16	0.25 E	0.50
4702	1G SS Blank Plate	4	287.99 C	11.52	0.10 E	0.40
4716	4" Square 1G Ind Switch Cover	2	89.78 C	1.80	0.15 E	0.30
4790	4" Square Flat Blank Cover	2	34.52 C	0.69	0.12 F	0.24

RFI #GYM-075

Gafcon, Inc.
5960 Cornerstone Court West, Suite 100
San Diego, California 92121
Phone: (858) 875-0010

Project: 01428.001 - Magnolia Science Academy, Santa Ana
2840 West First Street
Santa Ana, California 92703

Deferred Approval Basketball System

TO: Pritwish Gupta (Berliner Architects) Justin Zhou (Berliner Architects)	FROM: Gary Baird (R.C. Construction Services, Inc.) 2223 N LOGUST AVENUE RIALTO, California 92377
DATE INITIATED: 03/01/ 2018	STATUS: Open
LOCATION:	DUE DATE: 03/08/2018
COST IMPACT: TBD	REFERENCE:
DRAWING NUMBER:	SCHEDULE IMPACT: TBD
Reason Code:	GC/Sub RFI#:
GC/Sub Company: RCCS	GC/Sub Contact:
LINKED DRAWINGS:	
RECEIVED FROM: Gary Baird (R.C. Construction Services, Inc.)	
COPIES TO: David Rudge (Gafcon)	

Question from Gary Baird (R.C. Construction Services, Inc.) at 01:15 PM on 02/28/2018

Looking over the Deferred Approval of the Basketball System I noticed that there is a wench system that raises and lowers the Basketball system. So I went over the plans to see what was provided for power to make the wench raises and lowers the Basketball System. I didn't see anything.

- 1 -Please provide a drawing that indicates what you would like for the power that is needed to Raise and Lower the Basketball System.
- 2 - Where is the power coming from as well. Nothing is shown on the electrical plans

All Replies:

Electrical contractor to provide dedicated 20A/1P 120V circuit to each basketball net motor for controllability. Connect to panel L1GA, circuits 22 and 24.

See attached drawing showing the power locations.

Jonathan Bianchet
Design West Engineering
3/2/18

See Electrical comments.
Prithwish Gupta / Berliner Architects, 03/02/2018

Revision 1: See blue mark up on the 2nd page for switch location change per the discussion
03/13/2018

JUSTIN ZHOU / BERLINER ARCHITECTS 03/13/2018

BY

DATE

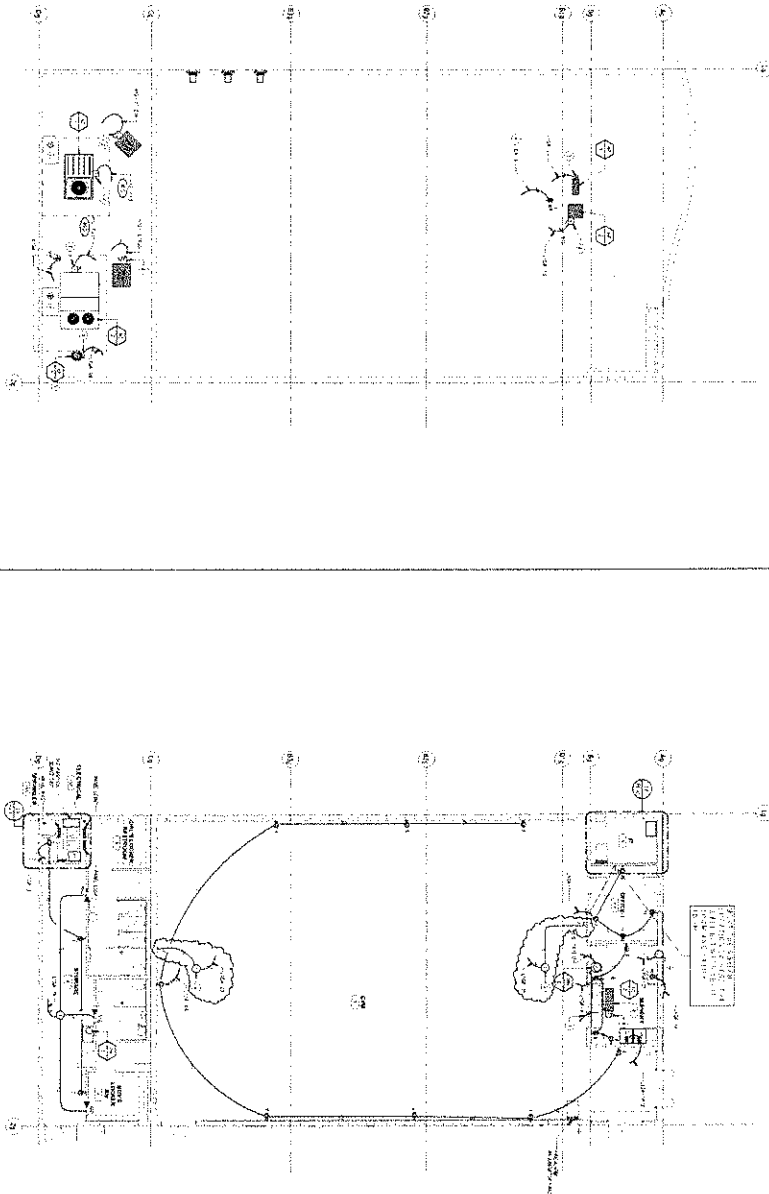
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ELECTRICAL ROOF PLAN



FIRST FLOOR POWER PLAN



GENERAL NOTES

1. CONSULT ALL OTHER CONTRACTS.
2. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE NATIONAL ELECTRICAL CODE (NEC) AND THE NATIONAL FIRE ALARM AND SIGNALING CODE (NFPA 72).
3. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE NATIONAL ELECTRICAL CODE (NEC) AND THE NATIONAL FIRE ALARM AND SIGNALING CODE (NFPA 72).
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8. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE NATIONAL ELECTRICAL CODE (NEC) AND THE NATIONAL FIRE ALARM AND SIGNALING CODE (NFPA 72).
9. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE NATIONAL ELECTRICAL CODE (NEC) AND THE NATIONAL FIRE ALARM AND SIGNALING CODE (NFPA 72).
10. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE NATIONAL ELECTRICAL CODE (NEC) AND THE NATIONAL FIRE ALARM AND SIGNALING CODE (NFPA 72).

CONSTRUCTION NOTES

1. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE NATIONAL ELECTRICAL CODE (NEC) AND THE NATIONAL FIRE ALARM AND SIGNALING CODE (NFPA 72).
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10. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE NATIONAL ELECTRICAL CODE (NEC) AND THE NATIONAL FIRE ALARM AND SIGNALING CODE (NFPA 72).

PROJECT

Magnolia Pacific
 Technology School
 Santa Ana

Architect:
 Santa Ana, CA 92703

Contractor:
 Magnolia Pacific
 Santa Ana, CA 92703

Engineer:
 Magnolia Pacific
 Santa Ana, CA 92703

Designer:
 Magnolia Pacific
 Santa Ana, CA 92703

Consultants:
 Magnolia Pacific
 Santa Ana, CA 92703

Contractors:
 Magnolia Pacific
 Santa Ana, CA 92703

Design:
 Magnolia Pacific
 Santa Ana, CA 92703

Construction:
 Magnolia Pacific
 Santa Ana, CA 92703

Installation:
 Magnolia Pacific
 Santa Ana, CA 92703

Commissioning:
 Magnolia Pacific
 Santa Ana, CA 92703

Operation:
 Magnolia Pacific
 Santa Ana, CA 92703

Maintenance:
 Magnolia Pacific
 Santa Ana, CA 92703

Renovation:
 Magnolia Pacific
 Santa Ana, CA 92703

Expansion:
 Magnolia Pacific
 Santa Ana, CA 92703

Relocation:
 Magnolia Pacific
 Santa Ana, CA 92703

Demolition:
 Magnolia Pacific
 Santa Ana, CA 92703

Construction:
 Magnolia Pacific
 Santa Ana, CA 92703

Installation:
 Magnolia Pacific
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Commissioning:
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 Santa Ana, CA 92703

Demolition:
 Magnolia Pacific
 Santa Ana, CA 92703

Construction:
 Magnolia Pacific
 Santa Ana, CA 92703

Installation:
 Magnolia Pacific
 Santa Ana, CA 92703

Commissioning:
 Magnolia Pacific
 Santa Ana, CA 92703



Gym Building

NO. 10-1-10000-1127-00
 11/14/17 10:47 AM
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POWER FLOOR PLAN
 GE1.11

**RFI #GYM-078**

Gafcon, Inc.
5960 Cornerstone Court West, Suite 100
San Diego, California 92121
Phone: (858) 875-0010

Project: 01428.001 - Magnolia Science Academy, Santa Ana
2840 West First Street
Santa Ana, California 92703

BASKETBALL KEY AND COLORS

TO: Pritwish Gupta (Berliner Architects) Justin Zhou (Berliner Architects)	FROM: Gary Baird (R.C. Construction Services, Inc.) 2223 N LOCUST AVENUE RIALTO, California 92377
DATE INITIATED: 03/12/ 2018	STATUS: Open
LOCATION:	DUE DATE: 03/19/2018
COST IMPACT: TBD	REFERENCE:
DRAWING NUMBER:	SCHEDULE IMPACT: TBD
Reason Code:	GC/Sub RFI#:
GC/Sub Company: RCCS	GC/Sub Contact: CFS
LINKED DRAWINGS:	
RECEIVED FROM: Gary Baird (R.C. Construction Services, Inc.)	
COPIES TO: David Rudge (Gafcon)	

Question from Gary Baird (R.C. Construction Services, Inc.) at 11:28 AM on 02/27/2018

Questions for the Basketball Submittals.

- 1 - Key Switch Selection.
- 2 - Color for Bolt on safe edge padding.
- 3 - Color for Wall Pads.

Please see attachment.

Attachments:
Basketball.pdf

All Replies:

1. C112.066 double key switch on page 12. This double key switch controls two basketball hoops motors up and down in the gym. GC to coordinate and provide the label to clearly define which motor it controls for. See RFI 075 revision 1 blue mark up for this double key switch location on the wall between IT and office room. The other key switch indicated in the drawing on the cmu wall is not needed since we use the double key switch controlling these two basketball hoops motors.
2. Grey, see page 13.
3. Color for wall pads, please refer to the Elevation G-A2.11 for the color selection

JUSTIN ZHOU / BERLINER ARCHITECTS 03/16/2018

BY

DATE

COPIES TO

Cover Sheet

Discussion of School Growth Plan & Approval of MSA 1 Material Revision Resolution to Add Grades TK-5

Section: II. Consent Items
Item: E. Discussion of School Growth Plan & Approval of MSA 1
Material Revision Resolution to Add Grades TK-5
Purpose: Vote
Submitted by:
Related Material: II E MSA 1 Growth & Expansion Plan Update .pdf



Committee Agenda Item #	II.E.- Consent Item
Date:	Thursday, April 12, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	(I) Approval of Application to LACOE for Material Revision to MSA-1 Charter Petition to add Grades TK to 5) (II) 2018 to 2020 Expansion and Growth Strategy

PROPOSED RECOMMENDATION(S)

Material Revision for MSA-1:

We propose that the Magnolia Board of Directors for the Magnolia C-Team and principal of MSA-1 to apply for a material revision by approving the resolution prepared by YMC.

Growth & Expansion Plans:

None; informational only. More detailed analysis to come at the June board meeting.

MATERIAL REVISION FOR MSA-1

The C-Team and the Principal of MSA-1 believe that it would be in the best interests of MSA-1 and Magnolia Public Schools to establish an elementary school feeder for MSA-1. Specifically, the C-Team would like to apply for a material revision to the Los Angeles County of Education (“LACOE”), MSA-1’s charter authorizer, to establish a TK to 5th Grade elementary school in the West Valley within 3 to 5 miles from the existing MSA-1 campus. Magnolia’s counsel at Young Minney & Corr LLP is preparing the material revision and the resolution that must be passed by Magnolia’s full Board of Directors at the April 12, 2018 Meeting in order to file said material revision with LACOE.

The new MSA-1 elementary school would open in the Fall of 2019, but could be advanced to 2018 if enrollment warrants and facilities are readily available. Anticipated closures due to non-renewal of some area charter schools means that many families may be urgently seeking new schools.

I. Background

MSA-1 has been in existence the longest in the MPS network and the C-Team and MSA-1 believe that the time is appropriate to establish a feeder elementary school for the existing



Middle School and High School. Currently MSA-1's charter only allows for a middle school and high school. MSA-1 is a high performing STEAM school that is highly respected in the community and high sought after by parents. The C-Team believes that an MSA-1 elementary school will greatly benefit an underserved population.

II. Risks

Gavin Newsom, the front-runner in the California gubernatorial race, has expressed his support for a moratorium on all charter schools. Therefore, we should assume the worst outcome, that is, that Gavin Newsom is successful in the race for the governorship and plan accordingly. Otherwise, the risk is that Magnolia will not be able to expand one of its most successful schools.

III. Target Enrollment 420-480

No. of Students per class					25
No. of Cohorts Per Year					
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	1	1	1	1	1
K	3	3	3	3	3
1	2	3	3	3	3
2	1	2	3	3	3
3	1	1	2	3	3
4		1	1	2	3
5			1	1	2
Total # of students	200	275	350	400	450

GROWTH & EXPANSION

At the June board meeting, staff will bring forward a more detailed plan for growth; however, below are some initial ideas driving staff's planning for preliminary board input.

Magnolia seeks to grow its number of schools in a thoughtful and deliberate manner. While there are many areas that are in need of the high quality STEAM education Magnolia schools offer, Magnolia seeks to align many competing factors and interests. These factors and interests are, in no particular order of importance, as follows:

- Target high need areas



- Growth of existing clusters
- Relocate existing Magnolia schools that may not be geographically close to the students they serve
- School leaders willing and able to take up the challenge of starting and leading a new school
- Availability of funding opportunities
- Facilities availability
- Community Support

Accordingly, preliminarily MPS has targeted the following areas for growth and or expansion.

2019-20			
Geography	Grade Level	Expansion of Existing Cluster or Growth of New One	Notes
West Valley	TK-5	Expansion – new TK-5 to feed MSA-1	LACOE Material Revision to charter needed
East San Fernando Valley	TK-12	Growth	Areas of Focus <ul style="list-style-type: none"> • Transit Corridor • Panorama City, according to PCSD 2016 study has high need across all grade levels -- Valor Academy is vacating Panorama High School Prop 39 facility • Pacoima, according to PCSD 2016 study, has need across all grade levels but in particular at middle school level • Sun Valley • SFV Board District 6 • MSA expansion near Fair Elementary School
Carson	TK-5	Expansion – New TK-5 to feed MSA-3	Strong need in Carson for quality elementary schools
Corona (Inland Empire)	TK-12	Growth	See Alvord Unified School District Map -- part of Corona
Other Areas Under Consideration			
South LA	TK-12	Growth	South LA near Harte Middle School (area bounded by 10, 110, 105, Western)



2020-21/2021-22			
Geography	Grade Level	Expansion of Existing Cluster or Growth of New one	Notes
Orange County (within 3 miles of existing Santa Ana facility)			
Santa Ana, Westminster, Garden Grove, Anaheim	TK-8	Growth	Exact geographic boundaries to be determined
Other High Priority/Consideration			
San Diego	TK-5	Expansion	Feeder for MSA-SD.
Lancaster-Palmdale	TK-12	Growth	Area is in desperate need of good schools and has a high concentration of foster youth
Other Areas Under Consideration			
Gardena - Lawndale	TK-12	Growth	Environmental Charter School is looking to grow in Gardena, Terminus of Green Line Extension near Torrance / Gardena
Oceanside	TK-8	Growth	
Bell	Elementary	Expansion	

The C-Team expects to return to the Board in June with more concrete plans and determinations on growth and expansion.

Budget Implications:

Start-up funds from third party sources may be available for this expansion of MSA-1. We have applied for a start-up grant from the Walton Family Foundation (“WFF”) for up to \$250,000 for the expansion into the new high school building that will be under construction. WFF has confirmed that even though this is an existing school the expansion is eligible to be considered for a start-up grant. An expansion to include elementary school grades serving board district 6 of the West Valley also is likely to be eligible to apply for a WFF start up grant of up to \$250,000. The C-Team recognizes that cash flow will be an issue for the first six (6) months of operations. The C-Team believes that cash flow can be managed within existing MSA-1 long term reserves and inter-school loans, whichever is most beneficial. Magnolia’s finance department will prepare a pro forma budget to be shared with the board at the June Board meeting.

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



Approval of the expansion of MSA 1 to include elementary grades will support greater shared resources and collaboration among existing MPS schools, and create a stronger pipeline of graduates to MSA 1, 2 and 5.

Name of Staff Originator:

Patrick Ontiveros, General Counsel & Director of Facilities

Attachments

YMC resolution



**RESOLUTION OF THE BOARD OF DIRECTORS
OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
A California Public Benefit Corporation
Board Resolution #20180412-1**

**RESOLUTION APPROVING CHARTER MATERIAL REVISION –
MAGNOLIA SCIENCE ACADEMY 1**

WHEREAS, the Board of Directors (“Board”) of Magnolia Educational & Research Foundation (“Magnolia Public Schools”) finds it in the best interest of Magnolia Public Schools and in furtherance of its educational and charitable purposes to submit a material revision of the Magnolia Science Academy (“MSA-1”) charter as authorized by the Los Angeles County Board of Education (the “County”) and provided for in Education Code Section 47607.

NOW THEREFORE, BE IT RESOLVED, that Magnolia Public Schools shall prepare a material revision of the MSA-1 charter, along with supporting documentation as necessary, for submission to the County;

BE IT RESOLVED FURTHER, that Magnolia Public Schools authorizes its CEO, Caprice Young, to sign the request for a material revision, prepare the supporting documents, and otherwise act on behalf of Magnolia Public Schools with respect to the material revision application process; and

BE IT RESOLVED FURTHER, that Magnolia Public Schools directs CEO Young to work with the County on the details of the material revision submission, and authorizes CEO Young to amend the material revision application based on the best interests of Magnolia Public Schools;

BE IT RESOLVED FURTHER, that the nature and scope of the major changes associated with the material revision of the MSA-1 charter are:

1. To update the MSA-1 charter, including but not limited to the grade levels and enrollment capacity;
2. To update the MSA-1 budget and financial projections to reflect the above;
3. To update the MSA-1 charter for any new laws enacted since the MSA-1 charter was last approved, pursuant to Education Code Section 47607(a)(2).

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 12th day of April, 2018.

AYES:

NOS:

ABSTENTIONS:

ABSENT:

By: _____

Umit Yapanel, Ph.D., Secretary

Cover Sheet

Approval of Back-Office Service Provider Contract

Section: II. Consent Items
Item: F. Approval of Back-Office Service Provider Contract
Purpose: Vote
Submitted by:
Related Material: II F Back Office Provider.pdf



Board Agenda Item #	Agenda # II F- Consent Item
Date:	April 12, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Back Office Service Provider Contract

Proposed Board Recommendation

I move that the board authorize Dr. Caprice Young, CEO and Superintendent of Magnolia Public Schools (MPS), to enter into exclusive negotiations and execute a contract with Delta Managed Solutions (DMS) for back office services and transition support to bring back office activities in-house over a three year period for a sum not to exceed \$110 per ADA, approximately \$440,000, (or not to exceed \$125/ADA over 2 year period) and to hire four regional school site entry level accounting clerks (one per approximately 1,000 students), after appropriate legal review of the services contract.

Background

On July 1, 2015, MPS transitioned from internal management of back office financial systems (QuickBooks), to external management of these services by EdTec. This provided MPS with the experienced enhanced services needed to update all financial policies and procedures, and extra support to complete various audits and investigations then in progress from various agencies including the State Auditor, FCMAT, and LAUSD's Office of Inspector General. With hard work and long ours on the part of our current and previous MPS CFOs and staff, with the expert support from EdTec, especially Vice President Kristin Dietz, these audits have been completed without material findings and their recommendations have been addressed. In addition, EdTec has helped MPS transition to a new Human Resources Information System (including payroll), a new external auditor, and a new CFO. We are thankful to EdTec for their support and expertise during these transitional years.

Our current back office service contract with EdTec ends June 30, 2017. The contract has the option to extend for another year as full back office service provider or to assist in the turnover process to a new firm. On January 24, 2018, MPS posted a Request for Proposals seeking firms to provide a bid for cost and scope of services as back office service provider.

A committee (composed of the CEO, CFO, COO and two Senior Financial Analysts), was formed to review and assist in the selection process. The selection committee evaluated each proposal based on the following criteria:

1. Cost
2. Accounting/Procurement System Software

3. Staff Training
4. Ability to Self-Serve
5. Check and Balance
6. Audit Compliance/Zero Audit Findings
7. Need for Coolsis

Four (4) firms submitted their proposals and rated as follows:

Criteria:		EDTEC*	EDTEC**	CHARTER IMPACT	CSMC	DMS
Annual Cost:						
	Year 1	\$ 746,375	\$ 736,375	\$ 800,000	\$ 474,000	\$110 per ADA approx. \$440,000
	Year 2	\$ 761,300	\$ 746,300	\$ 824,000	\$ 510,000	
	Year 3	\$ 776,500	\$ 756,500	\$ 848,720	\$ 540,000	
	Initial set up	none	none	\$ 10,000	\$ 30,000	\$39,500
		<i>*If renewed 1 year at a time</i>	<i>** If renewed for 3 years</i>			
Financial Software						
	General Ledger		<i>Net Suite</i>	custom database	Charter Vision	Escape
	Procurement		<i>none</i>	none	none	Escape
Rating 1-4 (4 =most desirable)						
1.	Cost		2	1	3	4
2.	Full Financial/Accounting/ Procurement Software		2	1	3	4
3.	Staff Training		4	1	3	2
4.	Ability to Self Serve		3	1	2	4
5.	Check and Balance		3	1	2	4
6.	Audit Compliance/ Zero Audit Findings		1	2	3	4
7.	Need for Coolsis		0	0	0	4

Based on the analysis above, the MPS evaluation teams recommends contracting with DMS while focusing over the next two years on transitioning to internal management of back office services on a new comprehensive financial system. While DMS was the lowest price bidder, the biggest advantage is that their underlying financial systems AptaFund and Escape are industry leading, web-enabled financial systems that fully integrate budgeting, procurement and accounting. Currently our system requires the use of Excel for budgeting and COOLSIS for procurement, at a cost of nearly \$120,000 annually organization-wide. These systems handoffs require double entry for data and multiple uploads of documentation, which becomes poorly archived and difficult to retrieve. While CSMC has the most attractive user interface, and EdTec has the deepest understanding of MPS, only DMS has a fully integrated, comprehensive underlying system onto which MPS can transition for the long term.

The process for doing that would be phased:

Phase 1: 2018-19

1. Shift to a new back office service provider currently using a comprehensive financial system that integrates budgeting, procurement and accounting. Phase one will include shifting to a back office provider currently using the comprehensive financial system we need and benefitting from its already established processes and procedures and experienced staff.
2. Hire four entry-level clerks to be located on school sites regionally (one per approximately 1,000 students, 2-4 schools) responsible for supporting the principal in completing accounting, procurement, budget, human resources, and data entry technical tasks.
3. Throughout the annual account cycle, document how processes and procedures will need to change as responsibilities and activities are brought in house.

Phase 2: 2019-20/2020-21 (depending primarily on authorizer approval, budget availability, and internal readiness)

1. Establish transition plan.
2. Identify needed internal resources.
3. Transition back office responsibilities and activities to internal staff.

This transition is not without risks. After three years with EdTec, we have well-established processes and procedures based on extensive work with auditors and hours of staff training. Moving off of Coolsis and onto a new financial system with a new back office provider will require enormous effort at both the home office and school sites at the same time as we are transitioning our enrollment system from Coolsis to Illuminate. While the new system will be less labor intensive in the long run, as we consolidate from three systems to one, the immediate impact will be more work at a time when principals are already struggling to keep up with administrative tasks required by the heightened, authorizer-driven compliance environment and the uploading of new staff documentation as we hire for the 2018-19 school year. The primary reason for hiring the regional clerks is to reduce this burden on the principals while ensuring that we continue to be in compliance with all regulations, requirements, and checks and balances.

Budget Implications:

Annual cost will be included in the 2018-2019 Budgets to be presented to Board in May 2018; however, the overall savings to the organization is approximately:

New Expense:

DMS \$440,000

Clerks \$250,000

Savings:

EdTec (\$736,375)

Coolsis (\$120,000)

Net Savings: (\$166,375)

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

This action helps all MPS schools by decreasing the Home Office costs, school site expenses, and duplicative data entry, while increasing school site support, enabling real time reporting and information access, and improving documentation.

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

Attachments

All four proposals are available electronically from Barbara if you would like to review them.

Cover Sheet

Approval of El Dorado SELPA LEA Assurances for MSA-San Diego

Section: II. Consent Items
Item: G. Approval of El Dorado SELPA LEA Assurances for MSA-San Diego
Purpose: Vote
Submitted by:
Related Material: II G El Dorado Assurances.pdf



Board Agenda Item #	Agenda # II G- Consent Agenda
Date:	April 12, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Special Education Local Plan Area Local Education Agency Assurances

Proposed Board Recommendation

I move that the board approves the EL Dorado Charter SELPA (Special Education Local Plan Area) Participation Agreement which requires Magnolia Science Academy 5 to provide 29 assurances that will meet all applicable requirements of state and federal laws, regulations and state policies and procedures which will ensure full compliance.

Background

Effective June 30, 2018 Magnolia Science Academy 5 will withdraw membership from Option 3-Charter Operated Programs due to the fact that the school was not renewed by Los Angeles Unified School District.

Budget Implications -None

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

Magnolia Science Academy 5 will receive support for their special education program.

Name of Staff Originator:

Kenya Jackson, Chief Academic Officer

Exhibits (attachments):

Special Education Local Plan Area Local Education Agency Assurances

Cover Sheet

Annual Oversight by Our Charter Authorizers (Overview, Visit Reports, and Discussion)

Section: III. Discussion Items
Item: A. Annual Oversight by Our Charter Authorizers (Overview, Visit Reports, and Discussion)
Purpose: Discuss
Submitted by:
Related Material: III A Oversight School Visits Overview.pdf



Board Agenda Item #	III A – Discussion Item
Date:	April 12, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Oversight School Visits Overview

Proposed Board Recommendation

Information Item

Background

Oversight Visits Overview

Per the Education Code, charter authorizers need to conduct at least one annual oversight visit to their authorized schools. During an oversight visit authorizers meet with the school leadership, visit classrooms, conduct interviews with staff, parents, and students, check student and staff records, interview some staff (for segregation of duties, etc.), and review a list of documents that our schools provide in physical and electronic binders or folders. As a sample please see **attached** LAUSD annual performance-based binder prep guide 2017-18. The Home Office supports the schools in preparation for the oversight visits through mock visits, document preparation and review, and attendance to the oversight visits. Also find **attached** office manager monthly report and project deadline calendar to get a glimpse of how compliance projects are broken down for the office managers to prepare timely submissions to our authorizers.

2017-18 Oversight Visits

All MPS schools have been visited by their respective authorizers. The following are the oversight visit details for 2017-18:

School	Authorizer	Visited?	Notes
MSA-1	LACOE	Yes	Facility visit conducted
MSA-2	LACOE	Yes	Facility visit conducted
MSA-3	LACOE	Yes	Facility visit conducted
MSA-4	LAUSD	Yes	
MSA-5	LAUSD->LACOE	Yes (by LAUSD)	Facility visit to be conducted by LACOE
MSA-6	LAUSD	Yes	
MSA-7	LAUSD	Yes	

MSA-Bell	LAUSD	Yes	Public School Choice
MSA-San Diego	SDUSD	Yes	SD Board Rep should be available
MSA-Santa Ana	SBE	Yes	2-day visit; Board member attendance required

Oversight Visit Reports

Authorizers typically provide the school with a report after their visit to delineate the school's areas of strength and areas for improvement as well as areas of compliance and non-compliance, if applicable. The school leadership and the Home Office review those reports very carefully for continuous improvement of our schools. LAUSD also gives a rating to the schools (out of 4) for the following areas: Governance, Student Achievement and Educational Performance, Organizational Management, Programs, and Operations, and Fiscal Operations. The following are ratings our LAUSD authorized schools received in 2016-17 and 2017-18:

Authorizer Oversight Visit Reports	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
	2017-18			
MSA-4	3	3	3	3
MSA-5	3	3	3	3
MSA-6	3	3	3	3
MSA-7				
MSA-BELL	3	3	3	3
	2016-17			
MSA-1	3	3	3	2
MSA-2	3	3	3	2
MSA-3	3	3	3	2
MSA-4	3	3	3	2
MSA-5	3	3	3	2
MSA-6	3	3	3	2
MSA-7	3	3	4	2
MSA-BELL	3	3	3	2

So far we have received 2017-18 oversight visit reports for MSA-4, 5, 6, and Bell from LAUSD, and the attached letter from the CDE for MSA-Santa Ana. The letter states that the school is in compliance with the charter petition and the MOU.

Areas Noted for Further Growth and/or Improvement from Oversight Visit Reports

GOVERNANCE:

- The Magnolia Public Schools governing board is encouraged to continue discussions and supports at the school site level in the incorporation of STEM, STEAM, or STREAM within different content areas and classrooms.
- While there is evidence of a Superintendent Performance Evaluation Form, it recommended that the Magnolia Public School (MPS) Board create an evaluation protocol for the CEO/Superintendent of MPS.
- **UPDATE regarding the Settlement Agreement with LAUSD:** Magnolia Education and Research Foundation (MERF) and School Services California executed an amendment to the original contract on 12/12/17 to extend the oversight services through July 31, 2018. This amendment extended the scope of work to cover the months of January through April 2018, with field work and management letters addressing these four months by June 30, 2018. The Charter School Division will continue to monitor MERF's compliance of the fiscal oversight provision required in the March 2015 Settlement Agreement between LAUSD and MERF through the end of the current charter term.

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS:

- **MSA-4: Note:** While the school has made progress in meeting the needs of all students, school leadership recognizes the need for improvement in both ELA and Math, per recent SBAC and internal MAP data **(SEE STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE)**

FISCAL OPERATIONS:

Areas of Demonstrated Strength

1. The school's fiscal condition is strong
2. March 2015 Settlement Agreement Status

Areas Noted for Further Growth and/or Improvement

1. Bank Reconciliation Reports

2. Credit Cards
3. Automated Clearing House (ACH)/Recurring Automatic Payments

Other Observations:

1. During the 2017-2018 fiscal oversight process, the CSD noted instances whereby MERF did not respond or provide documentation/information pertaining to the CSD's requests within the CSD's stated deadlines.
2. Based on the CSD's review of a sample check disbursements, the CSD noted the instances listed in the table below, whereby the documentation provided did not contain itemized receipts for the related purchases, even though the reimbursements were supported by other documentation.
3. The CSD recommends that, beginning in 2017-2018, MERF present and discuss the CSD's Annual Performance-Based Oversight Reports with its governing board, and document said discussion regarding same. This is one of the required fiscal items in the CSD's Annual Performance-Based Oversight Visit Preparation Guide, beginning in 2017-2018.

Corrective Action Required:

The governing board and leadership team of the charter school are responsible for managing the day-to-day operations of the school. Thus, the CSD's recommendations concerning the above-noted findings and observations should be discussed at MERF's next board meeting, but, in any event, no later than 60 days following the school's receipt of this report. After the schools' next Board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD staff will continue to monitor these issues through oversight.

The Home Office will continue to provide the board with any oversight report and feedback from the authorizer visits.

WASC Visits

All our high schools are accredited by WASC and our courses are transferrable, and a-g approved. In addition, even though it is not required, we have chosen to get our middle and elementary schools WASC-accredited since this process provides an excellent opportunity for self-study of the school staff for continuous improvement. There are different types of WASC visits depending on where the school is in its accreditation cycle. The most comprehensive one, a self-study visit, takes 3 ½ days; it starts on Sunday and ends on Wednesday afternoon. An initial visit is a one-day visit and a mid-cycle visit is a one- or two-day visit.

An initial WASC visit typically results in a 3-year accreditation where the school goes through a self-study and is visited in the third year for a 6-year accreditation. The school is then visited again during the third year of the 6-year cycle; this is called a mid-cycle visit. During their visit the visiting committees interview the board, so board member attendance in person or on the phone is required. For a self-study visit, board member interview would typically take place on Sunday or Tuesday of the visit. For other visits it varies. The following table shows expected WASC visits to our schools in 2018-19.

School	Accredited until	Visit in 2018-19?	Notes
MSA-Santa Ana	June 30, 2018	No	Self-Study Visit DONE
MSA-San Diego	June 30, 2019	Yes	Self-Study Visit
MSA-4	June 30, 2019	Yes	Self-Study Visit
MSA-5	June 30, 2019	Yes	Initial Visit
MSA-1	June 30, 2021	No	Initial Visit DONE
MSA-2	June 30, 2021	No	Initial Visit DONE
MSA-3	June 30, 2021	No	Initial Visit DONE
MSA-6	June 30, 2022	Yes	Mid-Cycle Visit
MSA-7	June 30, 2022	Yes	Mid-Cycle Visit
MSA-Bell	June 30, 2022	Yes	Mid-Cycle Visit

Budget Implications

N/A

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

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- Attachment A - Annual Performance-Based Binder Prep Guide 2017-2018
- Office Manager Monthly Report & Project Deadlines
- January 2018 Site Visit Letter No Concerns (MSA-Santa Ana)
- Oversight Visit Reports for MSA-4, 5, 6, and Bell



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TOM TORLAKSON
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

Sent via First Class Mail and E-mail to:
ssherkhanov@magnoliapublicschools.org
eracar@magnoliapublicschools.org
vqurler@magnoliapublicschools.org

March 27, 2018

Saken Sherkhanov, Board Chair
Erdinc Acar, Regional Director
Varol Gurler, Director of Education
Magnolia Science Academy–Santa Ana
2840 West 1st Street
Santa Ana, CA 92703

Dear Mr. Sherkhanov, Director Acar, and Director Gurler:

Subject: Summary of Annual Site Visit for Magnolia Science Academy–Santa Ana
Conducted on January 10 and 11, 2018

Thank you for the opportunity to visit Magnolia Science Academy–Santa Ana (MSA–SA). The California Department of Education (CDE) appreciates the tremendous amount of work you orchestrated before and during the site visit.

Based on interviews conducted with school leadership and staff, and through classroom observations, the CDE reviewed the information gathered and has determined that MSA–SA is in compliance with the MSA–SA charter petition, and the Memorandum of Understanding between the California State Board of Education and MSA–SA.

If you have any questions regarding this letter, please contact me by phone at 916-323-2694 or by e-mail at juhall@cde.ca.gov.

Sincerely,

/s/

Judie Hall, Education Administrator
Charter Schools Division
JH:mlh

cc: Karen Stapf Walters, Executive Director, California State Board of Education
Nick Schweizer, Deputy Superintendent, Systems Support Branch, California
Department of Education
Lisa Constancio, Director, Charter Schools Division, California Department of
Education



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT

2017-2018 SCHOOL YEAR

MAGNOLIA SCIENCE ACADEMY 4

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018

Charter School Name:	Magnolia Science Academy 4			Location Code:	8011
Current Address:	City:	ZIP Code:	Phone:	Fax:	
1330 W. Graham Place B-9	Los Angeles	90064	310-473-2464	310-473-2416	
Current Term of Charter:	LAUSD Board District:		LAUSD District:		
July 1, 2013 to June 30, 2018	4		West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades Currently Served:	Grades To Be Served Per Charter:		
183	360	6-12	6-12		
Total Number of Staff Members:	18	Certificated:	11	Classified:	7
Charter School's Leadership Team Members:	Lisa Ross, Principal; Sam Fagnoli, Dean of Academics/Students				
Charter School's Contact for Special Education:	Dr. Jon Gary, RSP Teacher				
CSD Assigned Administrator:	Yolanda Jordan	CSD Fiscal Services Manager:	Lourdes Echavarria		
Other School/CSD Team Members:	Helena Yoon-Fontamillas				
Oversight Visit Date:	March 6, 2018	Fiscal Review Date (if different):	February 1, 2018		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes (Prop 39)	LAUSD Co-Location Campus (if applicable):	Webster Middle School		
		DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	June 2, 2017		

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2018

CHARTER RENEWAL CRITERIA

IN ACCORDANCE WITH EDUCATION CODE §§ 47605 AND 47607, IN ORDER TO RENEW A CHARTER, THE DISTRICT MUST DETERMINE WHETHER THE CHARTER SCHOOL HAS MET THE STATUTORY REQUIREMENTS. PURSUANT TO THE REQUIREMENTS OF SB 1290, THE DISTRICT “SHALL CONSIDER INCREASES IN PUPIL ACADEMIC ACHIEVEMENT FOR ALL GROUPS OF PUPILS SERVED BY THE CHARTER SCHOOL AS THE MOST IMPORTANT FACTOR IN DETERMINING WHETHER TO GRANT A CHARTER RENEWAL.” ED. CODE § 47607(A)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those



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“promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s)</p> <ul style="list-style-type: none"> • As evidenced in Binder #1, there is evaluation protocol that details how and when school leaders are evaluated. Additionally, it measures school leaders using the California Professional Standards for Education Leaders (CPSELs) • While there is evidence of a Superintendent Performance Evaluation Form, it recommended that the Magnolia Public School (MPS) Board create an evaluation protocol for the CEO/Superintendent of MPS. <p>G4: The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment as evidenced by reviewing MPS board meeting minutes and agendas, as well as the ESSA Grids at school sites.</p> <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making</p> <ul style="list-style-type: none"> • As evidenced in Board meeting agendas, minutes, and Academic Committee meeting minutes, academic “Glows, Grows and Next Steps” are discussed to inform decisions regarding each MPS school’s academic trajectory <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><u>Corrective Action Required</u></p> <p>None</p>	
<p>Notes:</p> <p>Other: The Magnolia Public Schools governing board is encouraged to continue discussions and supports at the school site level in the incorporation of STEM, STEAM, or STREAM within different content areas and classrooms.</p> <p>UPDATE regarding the Settlement Agreement with LAUSD: Magnolia Education and Research Foundation (MERF) and School Services California executed an amendment to the original contract on 12/12/17 to extend the oversight services through July 31, 2018. This amendment extended the scope of work to cover the months of January through April 2018, with field work and management letters addressing these four months by June 30, 2018.</p>	



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The Charter School Division will continue to monitor MERF's compliance of the fiscal oversight provision required in the March 2015 Settlement Agreement between LAUSD and MERF through the end of MSA Bell's current charter term.

On 11/7/17 the LAUSD BOE voted on non-renewal for MSA 5.
All details are delineated in the Findings of Fact BOE Report #179-17/18.

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



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DATE OF VISIT: 3/6/2018**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board (composition, structure, roles and responsibilities)
- committees/councils, including but not limited to those mandated by laws or regulations
- evaluation of school's executive level leadership

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input checked="" type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1: 7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 8) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1: 9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

<p><i>The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:</i></p> <ul style="list-style-type: none"> • student discipline • employee grievances and discipline • parent/stakeholder complaint resolution • Uniform Complaint Procedures 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 13.1) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1: 13.2) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/6/2018**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure:</i>	
<ul style="list-style-type: none"> review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1: 14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division 	<ul style="list-style-type: none"> <input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A2: All subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> Per SBAC data, Latino students increased by 8.51 percentage points and Socioeconomically Disadvantaged students increased by 5.06 percentage points in Math. <p>A4: The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate equal to the Resident Schools Median</p> <ul style="list-style-type: none"> Per SBAC, school-wide data reveal 17.20%, compared to Resident School Median at 16.78% <p>A5: The school reclassifies English Learners at a rate higher than the District average</p> <ul style="list-style-type: none"> Per Reclassification Report from the CDE, MSA 4's reclassification rate is 47.1%, compared to the District average of 16.8% <p>A6: The school's percentage of "At Risk" English Learners is at rate lower than the District average</p> <ul style="list-style-type: none"> Per the CDE, MSA 4's "At Risk" rate is at 2.1%, compared to the District average of 5.9% <p>A8: The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average</p> <ul style="list-style-type: none"> Per CDE, MSA 4's Four-Year Cohort Graduation Rate is 90.9%, compared to the District average at 77%. Per school leadership, the 2016-2017 graduation rate was 100% and 100% college acceptance rate <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> Per SBAC data, both numerically significant subgroups (Latino and Socioeconomically Disadvantaged students) showed declines in ELA Per school leadership, MSA 4 made a switch from Accelerated Reader to MyOn, which is a reading program that uses a digital library. The purpose of the switch is to further support student's academic success and book ELA CAASPP scores. Additionally, per school leadership, teachers continue to focus on school-wide vocabulary implementation <p>A3: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median</p> <ul style="list-style-type: none"> Per SBAC data, school-wide data reveals 31.11%, compared to Resident Schools Median at 35.22% <p>A7: The school's percentage of LTELs is at a rate higher than the District average</p> <ul style="list-style-type: none"> Per CDE, MSA 4's LTEL rate is at 11.3%, compared to the District average of 8.3% 	



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A9: The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels

- The school continues to use NWEA MAP to assess ELA and Math.
- Both 9 and 10 grade students, school-wide, experienced some growth from the Fall 2016 administration to the Spring 2017 administration of the assessment
 - 9th grade, in Reading, Mean RIT grew by 5.2 points and in Math by 8 points
 - 10th grade, in Reading, Mean RIT grew by 2.4 points and in Math by 2.1 points.
- Per responses to school leadership, the school continues to focus on improving student achievement via come of the following: MTSS/SSPT, CHATS Framework, SDAIE strategies, Power Math and English classes, teacher collaboration during professional development, Saturday School, after-school tutoring, and online platforms (Prodigy, Method Test Prep, ALEKS, Study Sync and Edualstic)

Corrective Action Required

None

Notes:

***NOTE:** Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.



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The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input checked="" type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/6/2018**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.3) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is significantly lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.4) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/6/2018**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate equal to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2: 1.5) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.5.1) <input type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for At-Risk English Learners 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate equal to the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2016-2017 (B2: 1.6)



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A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for Long Term English Learners 2016-2017 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate equal to the District average <input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate higher than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2016-2017) (B2: 1.6)

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Cohort Graduation Rate (CDE) **(high schools only)**

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate equal to the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2: 3.1) <input type="checkbox"/> Other: (Specify) <hr/> List of the school's A-G requirements (CSD internal use only) No "D" Policy. Must receive C or better to earn class credit. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities.



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***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2.6) <input type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify)



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CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

Blue Green Yellow Orange Red

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of Orange

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of Red

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of _____ N/A

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of _____ **7.9%, lower than LAUSD at 11.7%**

**this indicator will be available Fall 2018*

A14: Priority 6-3.8 School Climate- Suspension Rate Indicator

The school has achieved the performance level of Blue

A15: 2.5 Suspension and Expulsion Rates

The school has achieved the performance level of _____ N/A



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On November 7, 2017, the LAUSD Board of Education adopted by consent vote to renew Magnolia Charter Academy 4 (MSA4), to serve 360 students in grades 6-12, with Academic Benchmarks. MSA 4 must meet the following academic benchmarks during the 2018-2023 charter term as described below:

Academic Benchmarks:

The school shall provide an update to the Charter Schools Division no later than December 15th of each year of the charter term (after CAASPP (SBAC) scores have been released by the CDE).



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- 1. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in ELA as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher.**
- 2. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher.**



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>O1: The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</p> <ul style="list-style-type: none"> • As evidenced in Binder #3, the school also has a compliant Pupil Suicide Policy in place per AB2246 <p>O3: The school continues to implement grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS.</p> <ul style="list-style-type: none"> • Per classroom observations and discussion with school leadership, there was evidence of students using “school wide vocabulary”, collaborative learning, and the use of technology. <p>O4: The school continues to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <ul style="list-style-type: none"> • Per discussion with school leadership, support in the form of a math coach was added this year to focus on lesson preparation, webinar trainings and team teaching. Additional support for math have come from outside trainings, such as the California Mathematics Council conference, and Magnolia Public Schools Symposiums. • MyOn is a new reading comprehension program adopted this school year, per school leadership, to assist in the development of reading comprehension <p>O10: The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</p> <ul style="list-style-type: none"> • Per discussion with leadership and a review the school’s website, MSA Bell has wide variety of information available, including but not limited to the following: Title IX information in accordance with SB1375, complaint procedures, and Suicide Prevention Policy. 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<p>Note: While the school has made progress in meeting the needs of all students, school leadership recognizes the need for improvement in both ELA and Math, per recent SBAC and internal MAP data (SEE STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE)</p>	
<u>Corrective Action Required</u>	
None	



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Notes:

***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school complies with the District school's Health, Safety and Emergency Plan)
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens
- the school has a Visitor's policy and it's visible in the main office
- a Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 1.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 1.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 1.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 1.4) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3: 1.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 1.5 and B3A:4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 1.7 and B3A:4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> (“ESSA Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input type="checkbox"/> Certificate of Occupancy or equivalent (B3: 1.1) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.2) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.3) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<p><i>The school has:</i></p> <ul style="list-style-type: none"> implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards obtained WASC accreditation (high schools only) implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) received UC/CSU approval of courses (UC Doorways) (high schools only) 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input type="checkbox"/> Evidence of transitioning to CA NGSS (B3:) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) *new schools only <input checked="" type="checkbox"/> WASC documentation (B3: 3.4) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:

- implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- disaggregates and analyzes data on a regular basis to address individual student needs
- implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)
- has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1)
	<input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis	<input checked="" type="checkbox"/> LCAP (B3: 3.2)
	<input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3: 3.8)
	<input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3: 3.8)	
	<input checked="" type="checkbox"/> Evidence of implementation of data analysis system program	
	<input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent	
	<input checked="" type="checkbox"/> Classroom observation	
	<input checked="" type="checkbox"/> Discussion with school leadership	
	<input type="checkbox"/> Other: (Specify)	

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input checked="" type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3: 3.9)
	<input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Classroom observation
	<input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)



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- provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- provides special education training for staff in accordance with requirements of the Modified Consent Decree
- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input checked="" type="checkbox"/> Other special education documentation (B3: 4.1) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input type="checkbox"/> Classroom observation (B3: 4.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

	Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input checked="" type="checkbox"/> Evidence of data monitoring (B3: 4.2) <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates
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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p><i>The school:</i></p> <ul style="list-style-type: none"> • has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3: 3.2)
	<input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input type="checkbox"/> Interview of teachers and/or other staff
	<input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)



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Performance	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3: 4.3) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- information is easily accessible to the public and school stakeholders
- complaint procedures**
- Title IX information in accordance with SB1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)**
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3:4.4) for: <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics



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	<ul style="list-style-type: none"> • Student Achievement Information
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O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3: 4.5) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> form (“ESSA Grid”) (B3A: 1.1) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):



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8011 Magnolia Science Academy 4	2014-15					2015-16					2016-17				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		21,493	232,553	352,619	352,618		454,221	431,925	493,669	494,503		495,984	601,711	776,350	776,350
Current Assets		394,884	492,451	519,873	519,870		664,221	607,889	893,664	902,173		1,068,476	1,039,109	1,214,674	1,215,177
Fixed and Other Assets		19,860	19,860	24,313	26,333		15,279	17,112	64,144	64,144		48,488	48,486	53,729	53,730
Total Assets		414,744	512,311	544,186	548,203		679,500	625,001	957,808	966,317		1,116,964	1,087,595	1,268,403	1,268,907
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		45,000	82,074	42,035	79,383		5,735	76,660	187,705	303,827		187,420	177,921	232,885	238,748
Long Term Liabilities		0	0	0	0		0	0	6,462	0		0	6,500	0	0
Total Liabilities		45,000	82,074	42,035	79,383		5,735	76,660	194,167	303,827		187,420	184,421	232,885	238,748
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		369,744	430,237	502,151	466,820		673,765	548,341	763,641	662,490		929,544	903,174	1,035,518	1,030,159
Total Revenues	1,808,719	1,996,444	2,138,452	2,079,028	2,112,262	2,062,124	2,135,847	2,188,831	2,235,710	2,280,876	2,189,203	2,379,292	2,383,802	2,361,237	2,427,635
Total Expenditures	1,792,886	1,865,623	1,946,807	1,815,469	1,884,034	2,003,700	1,964,233	2,107,310	1,938,889	2,085,206	1,992,237	2,112,238	2,143,118	1,988,209	2,059,966
Net Income / (Loss)	15,833	130,821	191,645	263,559	228,228	58,424	171,614	81,521	296,821	195,670	196,966	267,054	240,684	373,028	367,669
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	15,833	130,821	191,645	263,559	228,228	58,424	171,614	81,521	296,821	195,670	196,966	267,054	240,684	373,028	367,669
Net Assets, Beginning	33,767	238,923	238,923	238,923	238,592	430,237	502,151	502,151	502,151	466,820	548,341	763,641	763,641	763,641	662,490
Adj. for restatement / Prior Yr Adj	0	0	(331)	(331)	0	0	0	(35,331)	(35,331)	0	0	(101,151)	(101,151)	(101,151)	0
Net Assets, Beginning, Adjusted	33,767	238,923	238,592	238,592	238,592	430,237	502,151	466,820	466,820	466,820	548,341	662,490	662,490	662,490	662,490
Net Assets, End	49,590	369,744	430,237	502,151	466,820	488,661	673,765	548,341	763,641	662,490	745,307	929,544	903,174	1,035,518	1,030,159

8011 Magnolia Science Academy 4	Audited Financials					2017-18				
	2013-14	2014-15	2015-16	2016-17	2017-18	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	102,651	352,618	494,503	776,350	0		648,571	0	0	0
Current Assets	308,982	519,870	902,173	1,215,177	0		1,102,995	0	0	0
Fixed and Other Assets	5,734	26,333	64,144	53,730	0		106,137	0	0	0
Total Assets	314,716	548,203	966,317	1,268,907	0		1,209,132	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	76,124	79,383	303,827	238,748	0		113,923	0	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	76,124	79,383	303,827	238,748	0		113,923	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Net Assets	238,592	466,820	662,490	1,030,159	0		1,095,210	0	0	0
Total Revenues	1,697,277	2,112,262	2,280,876	2,427,635	0	2,315,274	2,160,715	0	0	0
Total Expenditures	1,418,260	1,884,034	2,085,206	2,059,966	0	2,202,177	2,101,023	0	0	0
Net Income / (Loss)	279,017	228,228	195,670	367,669	0	113,097	59,692	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	279,017	228,228	195,670	367,669	0	113,097	59,692	0	0	0
Net Assets, Beginning	(40,425)	238,592	466,820	662,490	0	903,173	1,035,518	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	(40,425)	238,592	466,820	662,490	0	903,173	1,035,518	0	0	0
Net Assets, End	238,592	466,820	662,490	1,030,159	0	1,016,271	1,095,210	0	0	0



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	<p>3</p>
<p>Magnolia Science Academy 4's (MSA 4) fiscal condition is strong and has been upward trending since the 2013-2014 fiscal year. According to the 2016-2017 independent audit report, the school had positive net assets of \$1,030,159 and net income of \$367,669. The 2017-2018 First Interim projects positive net assets of \$1,089,851 and net income of \$59,692.</p> <p>According to the 2016-2017 independent audit report, Magnolia Science Academy 4 is one of 10 schools operated by Magnolia Educational & Research Foundation (MERF). MERF currently has five schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$21,478,410 and net income of \$616,950. MERF, without the charter schools, reported negative net assets of (\$766,778) and a net loss of (\$793,576), which was the result of a negative equity transfer of (\$768,450) to MERF and asset write-offs of (\$348,866) absorbed by MERF in light of the closure of MSA Santa Clara (a non-LAUSD authorized MERF school). MERF's 2016-2017 independent audit report (in Note 17), states: "On July 1, 2016, the Board of MERF voted to close MSA Santa Clara, and to transfer the June 30, 2016 operating deficit of (\$731,580) to MERF. MSA Santa Clara also had an additional loss during 2016-2017 in the amount of (\$36,870) for miscellaneous revenues repaid and expenses directly related to final settlement of MSA Santa Clara for a total deficit of (\$768,450)." MERF's 2016-2017 independent audit report also describes the absorption of MSA Santa Clara's remaining assets and liabilities assumed by MERF resulted as an extraordinary item that led to write-offs of accounts receivable and fixed assets in the amount of (\$348,866).</p> <p>According to MERF, in 2016-2017, MSA 4 paid annual management fees of \$90,995 to MERF for administrative services, such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	



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1. The school's fiscal condition is strong.

	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (First Interim)
Net Assets	\$238,592	\$466,820	\$662,490	\$1,030,159	\$1,089,851
Net Income/Loss	\$279,017	\$228,228	\$195,670	\$367,669	\$59,692
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

2. March 2015 Settlement Agreement Status

On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when the District rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: "MERF agrees to be subject to fiscal oversight during fiscal year 2015-16 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF's fiscal operations." ***Please refer to Item 22 of the Notes section for further details.***

As part of the renewal process for Magnolia Science Academy 4 (MSA 4) and Magnolia Science Academy 5 (MSA 5), in November 2017, MERF provided the final management letter from FCMAT (dated August 25, 2017), and the first two management letters from the School Services of California (SSC) team (dated August 25, 2017, and October 16, 2017, respectively). MSA 4 was approved by the LAUSD Board of Education with fiscal benchmarks, including extended oversight by SSC. Based on the December 4, 2017 amended oversight service agreement between School Services and MERF, SSC's original scope of work for its oversight review was extended to cover the months of January 2018 through April 2018, with field work and management letters addressing SSC's review for these four months slated for completion by June 30, 2018. Based on the January 9, 2018 email confirmation between SSC and the Charter Schools Division (CSD), it was agreed that SSC's extended four-month review would cover a sample of financial transactions for MSA 4, 6, 7 and 8 (the current LAUSD-authorized MERF charter schools, with the exception of MSA 5). MSA 5's charter



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renewal was denied by the LAUSD Board of Education on November 7, 2017 (based on the school's academic performance), but was subsequently approved by the Los Angeles County Office of Education (LACOE).

Based on the CSD's 2017-2018 oversight visit and review of a sample of check disbursements and credit card transactions, the CSD noted that MERF had made significant improvements in its accounting and fiscal practices (based on FCMAT's and SSC's recommendations), including its implementation of an enhanced, customized software system (i.e., COOLSIS). Benefits of MERF's improved system include: 1) MERF's Board-approved budgets are uploaded to the purchasing software and are now part of the purchasing and payment approval process; 2) Purchase requisitions, purchase orders, and purchase approvals are now managed within the COOLSIS system; and, 3) Vendor information and resource codes are now system-required before MERF sends any request for approval. Although the CSD did note discrepancies through its review of a sample of check disbursements and credit card transactions, these discrepancies occurred prior to MERF's implementation of its enhanced COOLSIS system (which commenced in approximately October 2017). The discrepancies in question are detailed in the "**Areas Noted for Further Growth and/or Improvement**" section below.

In summary, the CSD recognizes the progress made by MERF towards fulfilling the fiscal oversight requirements set forth in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor SSC's findings and recommendations for the prescribed four-month period spanning from January 2018 through April 2018. Furthermore, the CSD will continue to monitor MERF's compliance with fiscal oversight by SSC and MERF's progress in remedying the findings from SSC through oversight.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the Charter Schools Division requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the five MERF charter schools that are currently authorized by LAUSD. The Charter Schools Division reviews these financial documents and a sampling of checks and credit card transactions across these MERF charter schools, to assess overall compliance with MERF's Magnolia Public Schools Financial Policies and Procedures Manual (P's & P's). Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated in each charter school's Annual Performance-Based Oversight Visit Report, with the exception of the fiscal condition and/or the segregation of duties reviews, which are school-specific and reviewed separately for each MERF charter school.

1. Bank Reconciliation Reports

Page 1 of the CSH107 Bank Account Reconciliations provides guidance concerning bank account reconciliations.

The policy reads: "**Responsibilities:** Chief Financial Officer [CFO] or designee is responsible for review and approval of all reconciliations." "Bank Statement Preparation: After receipt of the monthly bank statement and/or online printing of the monthly bank statement, Back-office accountant should prepare the monthly bank reconciliation by the 20th of the following month."



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Based on the CSD's review of the bank statements and bank reconciliation reports for the months of July 2017 through December 2017, it was noted that the bank reconciliation reports showed no evidence of reviews or approvals by MERF's CFO or designee. Further, the preparation and review/approval dates of the bank reconciliation reports were also omitted, hence, the CSD's assessment regarding the school's timely preparation/review of the reports could not be determined. In addition, the CSD noted that FCMAT, per its August 25, 2017 management letter, made a recommendation related to "Bank Statements and Reconciliations," which states: "Include the signatures of the individual who prepared the bank statement reconciliation and the individual who reviewed/approved it, and the respective dates of same, on the reconciliation documents."

As a result of the above observation, MERF's CFO advised the CSD that MERF's Senior Financial Analyst reviews the monthly bank reconciliation reports via email. Further, effective immediately and moving forward, MERF declared that it would implement a means of documenting the signatures of the bank reconciliation report reviewers and the report review dates.

2. Credit Cards

Page 2 of the CSH111 CREDIT CARDS AND DEBIT CARDS section states: "It is the policy of the Organization to provide credit cards to authorized members of the Organization staff in the performance of their duties and responsibilities."

Based on the CSD's review of a sample credit card statements and supporting documentation, the CSD noted that the credit card accounts for three of the five LAUSD-authorized Magnolia charter schools (i.e., MSA 4, 7 and 8), were all assigned to the former MERF CFO (who left the organization in November 2016). However, these accounts remained active until February 5, 2018. The CSD also noted that some of the aforementioned former MERF CFO's credit card accounts continued to incur charges and/or delinquent fees. In addition, the former MERF CFO's credit card account with MSA 8 incurred fraudulent charges in August 2017. MERF confirmed that refunds of all fraudulent charges had been received by MERF as of the date of this report, and, as of February 5, 2018, all credit card accounts under the former CFO's name had officially been closed.

The CSD recommends that the school and MERF ensure that all credit card transactions are monitored and reviewed timely. Further, in the event that the credit card holder is no longer working for the organization, the CSD recommends that MERF ensure that any automatic payments are stopped, all credit card balances are paid in full, and all credit card accounts associated with former members of the organization are closed immediately, to prevent potential fraudulent transactions, late fees, and/or finance charges to these credit cards.

The CSD will continue to monitor these issues through oversight.

3. Automated Clearing House (ACH)/Recurring Automatic Payments

Based on the CSD's review of a sample bank statements and supporting documentation, it was noted that two ACH transactions for Ready Refresh, listed below, included late fees in the amount of \$10, pertaining to invoices for the months of February 2017 and March 2017 for MSA 4 and MSA 6. The table below also illustrates the ACH transactions by MERF for recurring automatic



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payments. However, MERF's Magnolia Public Schools Financial Policies and Procedures Manual makes no reference to ACH and recurring automatic payment processes.

The CSD recommends that MERF update its P's & P's to provide guidance in this area, including clarification regarding permissible recurring payments, and delineate the approval and review processes pertaining to ACH transactions and recurring automatic payments.

Date	Vendor	Check Number	Description	Check Amount	School
4/3/2017	Ready Refresh	DB040317-1	DB040317-1; Ready Refresh	\$ 1,023.23	MSA 4
4/5/2017	Ready Refresh	DB040517	DB040517; Ready Refresh	\$ 439.69	MSA 6
9/25/2017	Arc Inc.	82720	ASES Grant October 2017	\$ 30,000.00	MSA 8

Other Observations:

1. During the 2017-2018 fiscal oversight process, the CSD noted instances whereby MERF did not respond or provide documentation/information pertaining to the CSD's requests within the CSD's stated deadlines. Education Code section 47604.3 requires that charters "promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from its chartering authority." Failure to timely respond to the CSD's requests or inquiries constitutes a violation of the terms of the charter with LAUSD, as well as applicable state law and, in this instance, may impact the school's 2018-2019 fiscal rating.

The CSD communicated with MERF's CFO (initially via telephone, and again, via email, on 3/14/2018), regarding MERF's need to improve the timeliness of its responses to the CSD. MERF's CFO indicated that she and the MERF team would work on meeting the CSD's deadlines so that timeliness would not continue to be an issue. The CSD will continue to monitor this issue through oversight.

Date	Email or Phone Correspondence (sent by the CSD staff)	Email Recipients	Email Copied to	Comments
02/16/18	CSD – sent an email requesting written responses from the CFO, due COB 02/23/18.	CFO	Senior Financial Analysts, FOA	



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02/27/18	CSD - sent follow-up email with a new deadline of 03/01/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	The CSD sent a reminder for documentation not provided, that was originally due on 02/23/18.
03/01/18	CSD – sent email requesting a copy of MERF’s 2016-2017 Audited Financial Report, due COB 03/02/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	
03/05/18	CSD - sent email requesting a phone call with the CFO.	CFO, Senior Financial Analyst	Senior Financial Analysts, FOA	The CSD communicated the need for a phone call to clarify additional questions.
03/06/18	CSD – sent email, once again requesting a conference call with the CFO, and reminding MERF of previous request with a due date of COB 03/02/18.	Senior Financial Analyst	CFO, Senior Financial Analyst; EdTec	The CSD communicated a new timeline of 03-07-18 by 12:00 noon.
03/09/18	CSD – sent a follow-up email communicating the need to connect with the CFO to finalize oversight report.	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	On 03/09/18, the CSD received a voice message from the CFO following up on the prior request due on 03-07-18.

2. Based on the CSD’s review of a sample check disbursements, the CSD noted the instances listed in the table below, whereby the documentation provided did not contain itemized receipts for the related purchases, even though the reimbursements were supported by other documentation. The CSD recommends that, consistent with recommended industry practices (as referenced in the 2017 California Charter School Accounting and Best Practices Manual published by FCMAT), MERF update its fiscal policies and procedures to require original, detailed receipts for all purchases made via check disbursements or credit cards. In addition, the CSD noted that, per FCMAT’s August 25, 2017 management letter, FCMAT made the following recommendations related to “Accounts Payable,” which states: “1) Pay invoices timely and 2) Require itemized receipts for transactions.”

Date	Vendor	Check Number	Description	Check Amount	School
11/21/2016	Brad M.	52267	Reimb: El Pollo Loco Lunch for Staff	\$ 324.16	MSA 5
5/19/2017	Frances T. Cameron	82630	Reimb: Mileage & Dinner	\$ 172.41	MSA 8

3. Based on the CSD’s review of the MERF Board meeting minutes, and per confirmation received from the Sr. Financial Analyst of MERF, the CSD noted that the governing board meeting minutes provided by MERF did not evidence its receipt, review, and discussion of the CSD’s 2016-2017 Annual Performance-Based Oversight Visit reports (please refer to Item 14 in the Notes section below). The CSD recommends that, beginning in 2017-2018, MERF present and discuss the CSD’s Annual Performance-Based



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DATE OF VISIT: 3/6/2018

<p>Oversight Reports with its governing board, and document said discussion regarding same. This is one of the required fiscal items in the CSD’s Annual Performance-Based Oversight Visit Preparation Guide, beginning in 2017-2018.</p> <p>The recommended actions and/or the specific fiscal policies and procedures referenced in the “Other Observations” section of this report will be reviewed by the Charter Schools Division as part of the next oversight visit. The observed results may be factored into the school’s rating for next year.</p>	
<p>Corrective Action Required:</p> <p>The governing board and leadership team of the charter school are responsible for managing the day-to-day operations of the school. Thus, the CSD’s recommendations concerning the above-noted findings and observations should be discussed at MERF’s next board meeting, but, in any event, no later than 60 days following the school’s receipt of this report. After the schools’ next Board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD staff will continue to monitor these issues through oversight.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2017 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2017 through December 2017. Selected the months of July 2017 through December 2017 for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. Citi Bank – 5041 MSA Bell (Checking)
 - b. Citi Bank – 6769 MSA 4 (Checking)
 - c. Citi Bank – 6694 MSA 5 (Checking)
 - d. Citi Bank – 6121 MSA 6 (Checking)
 - e. Citi Bank – 2703 MSA 7 (Checking)
3. Reviewed credit card statements from May 2017 through October 2017 for all the credit card accounts below (except for the statements related to the accounts in the name of the former CFO as specified below). Selected the months of January 2017 through October 2017, where applicable, for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. American Express, credit card ending in 1003 (Former CFO – MSA 4) - January 2017 through July 2017
 - b. American Express, credit card ending in 1004 (CFO – MSA 4)
 - c. American Express, credit card ending in 1002 (CFO – MSA 5)
 - d. American Express, credit card ending in 1000 (CFO – MSA 6)
 - e. American Express, credit card ending in 1005 (Former CFO – MSA 7) - January 2017 through October 2017
 - f. American Express, credit card ending in 1007 (CFO – MSA 7)
 - g. American Express, credit card ending in 1000 (Former CFO – MSA 8) - January 2017 through May 2017, and August 2017 through October 2017
 - h. American Express, credit card ending in 1006 (CFO – MSA 8)
4. Reviewed the following 39 checks/debit transactions. Discrepancies were noted for further growth and/or improvement above.
 - a. Check numbers: 42338, 62329, 52267, 52273, DB120916, 42357, 82525, 52290, 72610, 82535, 42385, 82554, 82571, 62400, 82585, 52328, DB040317-1, 72722, 52346, 72741, 82630, 42454, 62472, 42467, 72780, 62471, 82663, 72801, 72803, 62496, DB062817, 42499, 52421, 82720, 52445, 42548, 82752, DB111417 and 82755.
5. Per the 2016-2017 audit report, the school's cash and cash equivalents is \$776,350, and total expenditures equal \$2,059,966. Therefore, the school's cash reserve level is 37.6%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. Segregation of Duties (SOD) reviews were conducted at MSA Bell and MSA 6. No discrepancies were noted.
8. MSA 4 did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2017-2018 budget were provided.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2018

11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were *not* provided. See the CSD's recommendation in the "Other Observations" section above.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report and resolution of any audit findings, including material weaknesses, or deficiencies were provided.
17. Evidence of MSA 4 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2017-2018 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2016-2017 audited and unaudited actuals nearly mirror each other.
22. March 2015 Settlement Agreement (further details related to Item 2 in the **Areas of Demonstrated Strength and/or Progress** section above):

Pursuant to the March 2015 Settlement Agreement, MERF entered a study agreement with FCMAT to review a sample of financial transactions for all eight Magnolia schools then-authorized by LAUSD, for the 12-month period spanning from July 2015 through June 2016. Given the significant delays by MERF, FCMAT was unable to perform its obligations, and documented such to MERF and LAUSD in its management letters issued during 2015-2016. On August 3, 2016, FCMAT entered into an Amended Study Agreement with MERF (at MERF's request). The Amended Study Agreement's scope of work was truncated to include a review of July 2015 (for all eight Magnolia schools then-authorized by LAUSD), followed by reviews consisting of a sampling of financial transactions and reports for August 2015, May 2016 and June 2016 (for MSA 6, MSA 7, and MSA 8 only).

Due to MERF's failure to timely respond to FCMAT's document requests and other significant reasons stated in the findings of fact in support of denial of the renewal charter petition, the LAUSD Board of Education approved the CSD's denial recommendations for MSA 1, MSA 2, and MSA 3 on October 18, 2016. MSA 1, 2 and 3 were subsequently approved by LACOE.

In response to the CSD's request pertaining to MERF in March 2017, FCMAT indicated that it was unable to move forward with a study agreement for the review and testing of MERF schools' 2016-2017 financial transactions. As such, the CSD subsequently concurred (on May 15, 2017) with the proposal that School Services of California be contracted by MERF to continue the fiscal oversight started by FCMAT.

See the current status on MERF's compliance with the March 2015 Settlement Agreement under Item 2 in the **Areas of Demonstrated Strength and/or Progress** section above.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018

Fiscal Operations Rubrics

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other. 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no apparent conflict of interest. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school’s budget; and 9. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

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DATE OF VISIT: 3/6/2018

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The EPA allocation and expenditures are posted on the charter school's website, if applicable. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT 2017-2018 SCHOOL YEAR

MAGNOLIA SCIENCE ACADEMY 5 - MSA5 8012

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2018

Charter School Name:	Magnolia Science Academy 5 (MSA5)			Location Code:	8012
Current Address:	City:	ZIP Code:	Phone:	Fax:	
8230 Kittridge Street	Reseda, CA	91335	818-705-5676	818-705-5627	
Current Term of Charter:	LAUSD Board District:		LAUSD District:		
July 1, 2013 to June 30, 2018	6		Northeast		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades Currently Served:	Grades To Be Served Per Charter:		
209	460	6-10	6-12		
Total Number of Staff Members:	19	Certificated:	12	Classified:	7
Charter School's Leadership Team Members:	Brad Plonka and Ali Kaplan				
Charter School's Contact for Special Education:	Elaine Nardini				
CSD Assigned Administrator:	Aida Tatiossian	CSD Fiscal Services Manager:	Lourdes Echavarria		
Other School/CSD Team Members:	Helena Yoon-Fontamillas				
Oversight Visit Date:	February 21, 2018	Fiscal Review Date (if different):	February 1, 2018		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes	LAUSD Co-Location Campus (if applicable):	Reseda High School		
		DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	5-23-17		

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/21/2018

CHARTER RENEWAL CRITERIA

IN ACCORDANCE WITH EDUCATION CODE §§ 47605 AND 47607, IN ORDER TO RENEW A CHARTER, THE DISTRICT MUST DETERMINE WHETHER THE CHARTER SCHOOL HAS MET THE STATUTORY REQUIREMENTS. PURSUANT TO THE REQUIREMENTS OF SB 1290, THE DISTRICT “SHALL CONSIDER INCREASES IN PUPIL ACADEMIC ACHIEVEMENT FOR ALL GROUPS OF PUPILS SERVED BY THE CHARTER SCHOOL AS THE MOST IMPORTANT FACTOR IN DETERMINING WHETHER TO GRANT A CHARTER RENEWAL.” ED. CODE § 47607(A)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/21/2018

“promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s)</p> <ul style="list-style-type: none"> As evidenced in Binder #1, there is evaluation protocol that details how and when school leaders are evaluated. Additionally, it measures school leaders using the California Professional Standards for Education Leaders (CPSELs) While there is evidence of a Superintendent Performance Evaluation Form, it recommended that the Magnolia Public School (MPS) Board create an evaluation protocol for the CEO/Superintendent of MPS. <p>G4: The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment as evidenced by reviewing MPS board meeting minutes and agendas, as well as the ESSA Grids at school sites.</p> <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making</p> <ul style="list-style-type: none"> As evidenced in Board meeting agendas, minutes, and Academic Committee meeting minutes, academic “Glows, Grows and Next Steps” are discussed to inform decisions regarding each MPS school’s academic trajectory <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None noted at the time of this report</p> <p><u>Corrective Action Required</u></p> <p>None</p> <p>Notes:</p> <p>Notes:</p> <p>Other: The Magnolia Public Schools governing board is encouraged to continue discussions and supports at the school site level in the incorporation of STEM, STEAM, or STREAM within different content areas and classrooms.</p> <p>UPDATE regarding the Settlement Agreement with LAUSD: Magnolia Education and Research Foundation (MERF) and School Services California executed an amendment to the original contract on 12/12/17 to extend the oversight services through July 31, 2018. This amendment</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2018

extended the scope of work to cover the months of January through April 2018, with field work and management letters addressing these four months by June 30, 2018.

The Charter School Division will continue to monitor MERF's compliance of the fiscal oversight provision required in the March 2015 Settlement Agreement between LAUSD and MERF through the end of MSA 5's current charter term.

On 11/7/17 the LAUSD BOE voted on non-renewal for MSA 5.
All details are delineated in the Findings of Fact BOE Report #179-17/18.

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2018

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils, including but not limited to those mandated by laws or regulations evaluation of school's executive level leadership 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organization chart (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input checked="" type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1: 7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity 		
	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 2/21/2018

Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 8) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1: 9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 13.1) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2018**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1: 13.2) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2018**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure:</i>	
<ul style="list-style-type: none"> review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1: 14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division 	<ul style="list-style-type: none"> <input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5

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DATE OF VISIT: 2/21/2018

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/21/2018

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A5: ENGLISH LEARNER RECLASSIFICATION The school reclassifies English Learners at a rate higher than the District average</p> <ul style="list-style-type: none"> The school's 2016-17 reclassification rate of 19.5% is higher than the District average of 16.8% <p>A6: "AT RISK" ENGLISH LEARNERS The school's percentage of "At Risk" English Learners is at rate lower than the District average</p> <ul style="list-style-type: none"> The school's 2016-17 percentage of EL students at risk of becoming Long-term English Learners of 0.8% is lower than the District average of 5.9%. <p>A9: INTERNAL ASSESSMENT (Grades 9 and 10) The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels.</p> <ul style="list-style-type: none"> The school use the following internal assessments to measure student achievement in ELA and Math for grades 6-10: MAP Growth (NWEA) From Fall 2016 to Fall 2017, 9th grade students demonstrated growth in Math from 209.2 to 220.1 points (Mean RIT) From Fall 2016 to Fall 2017, 10th grade students made a slight decline in Math from 226.2 to 224.9 (Mean RIT) From Fall 2016 to Fall 2017, 9th grade students demonstrated growth in ELA from 210.4 to 216.7 points (Mean RIT) From Fall 2016 to Fall 2017, 10th grade students demonstrated growth from 218.9 to 219.7 (Mean RIT) Overall, students' projected growth levels are exceeding by 6-7 points, which is higher than the expected growth levels of NWEA, which are typically 3-4 points. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: SBAC SUBGROUP ELA One subgroup (Students with Disabilities) demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> English Learner students decreased from 9.00% to 5.71% Latino students decreased from 37.00% to 29.17% Socioeconomically Disadvantaged students decreased from 40.00% to 33.55% <p>A2: SBAC SUBGROUP MATH Some subgroups (Latino and SED) demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> English Learner students decreased from 6.00% to 2.86%. Students with Disabilities remained the same from 0.0% to 0.0% 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/21/2018**A3: SBAC SCHOOLWIDE ELA**

The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median

- Review of 2016-17 SBAC results indicates that the school's percentage of students who Met or Exceeded standards in ELA at 33.33% is lower than the Resident Schools median of 40.07%.

A4: SBAC SCHOOLWIDE MATH

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median

- Review of 2016-17 SBAC results indicates that the school's percentage of students who Met or Exceeded standards in Math at 15.61% is lower than the Resident Schools median of 21.64%.

A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS)

The school's percentage of LTELs is at a rate higher than the District average

- The school's 2016-17 percentage of Long-term English Learners of 14.2% is higher than the District average of 8.3%.

Corrective Action Required

None

Notes:

None

***NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5

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DATE OF VISIT: 2/21/2018**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/21/2018**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate equal to the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.3) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate equal to the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.4) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 2/21/2018**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate equal to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2: 1.5) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.5.1) <input type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for At-Risk English Learners 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate equal to the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2016-2017 (B2: 1.6)



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DATE OF VISIT: 2/21/2018
A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for Long Term English Learners 2016-2017 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate equal to the District average <input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate higher than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2016-2017) (B2: 1.6)

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Cohort Graduation Rate (CDE) **(high schools only)**

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate equal to the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the District average <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2: 3.1) <input type="checkbox"/> Other: (Specify) <hr/> List of the school's A-G requirements (CSD internal use only)

***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**



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DATE OF VISIT: 2/21/2018
A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input checked="" type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify)



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CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

Blue Green Yellow Orange Red

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of ORANGE

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of ORANGE

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of GREEN

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of _____

**this indicator will be available Fall 2018*

A14: Priority 6-3.8 School Climate- Suspension Rate Indicator

The school has achieved the performance level of BLUE

A15: 2.5 Suspension and Expulsion Rates

The school has achieved the performance level of _____N/A_____



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HIGH SCHOOLS ONLY:

A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts

The school has achieved the following status _____ and change _____

A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics

The school has achieved the following status _____ and change _____

A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator

The school has achieved the performance level of _____

A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator

The school has achieved the following status _____

**this indicator will be available Fall 2017*

NOTES:

The school will have grade 11 in the 2019-2020 school year.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

N/A



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES</p>	
<p>The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety.</p>	
<ul style="list-style-type: none"> • During classroom walkthroughs on the day of the oversight visit, classroom emergency supplies were in place including emergency toilet provisions. Classrooms observed also had emergency packets containing current student rosters and emergency procedures. The charter school also provided evidence of having emergency supplies and provisions for prolonged multiday emergency occurrences. • Emergency drills occur on a regular basis. The school engaged in emergency drill on the following dates: August 18, September 15, 2017 (fire); October 19 (EQ); December 13 (fire); January 26, 2018 (fire). 	
<p>O3: STANDARDS–BASED INSTRUCTION</p>	
<p>The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS.</p>	
<ul style="list-style-type: none"> • The scope of classroom observations was based on areas of focus identified in consultation with charter school leadership. The focus areas for classroom observations were: 1) Technology and 2) Use of English Learner Strategies. Classroom observations revealed that students are utilizing technology for research and reinforcement. Programs like Brain Pop and Khan Academy are being utilized in classrooms employing blended learning. • Continued vertical articulation is encouraged to ensure consistency across all grade levels, 6-10. 	
<p>O6: SPECIAL EDUCATION</p>	
<p>The school has a highly-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree.</p>	
<ul style="list-style-type: none"> • At the time of the visit, review of the 200 IEP report revealed that no IEPs were past due. Charter school leadership reports that their communication and connection with families are strong. • Review of the charter school’s 300G service-tracking report revealed that 95% of services provided are in the Tier 1 and Tier 2 categories. • Students with special needs increased by 5-percentage point on the CASPP (SBAC) in ELA, in the Met or Exceeded categories; while their performance levels in Math show that no students are achieving at the Met or Exceeding categories. 	
<p>O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE</p>	
<p>The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.</p>	



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- The charter school's 2016-2017 suspension event rate is 0% equal to the previous year's suspension rate of 0%. The charter school provides a tiered intervention model that includes schoolwide, grade-level and classroom supports. Alternatives to suspension are also offered as well as positive behavior supports with incentives and appropriate student reflection forms.

Areas Noted for Further Growth and/or Improvement

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES

The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety.

- The school is encouraged to come up with a system to ensure that student rosters are updated systematically (include the date it was printed on the roster), given the transiency of the population.

O4: MEETING THE NEEDS OF ALL STUDENTS

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis

- School leaders, staff, and home office personnel are working in unison to ensure that students progress. There is much emphasis on individualized instruction with the Learning Center, for all grades, and the 6th grade CADETS Program. The Learning Center focuses on students needing small group support during the school day in the content areas. The CADETS Program is a transitioning program created for students with special needs. The program focuses on character development, academics, and peer relations. Students in this program also receive (SEL) coaching, counseling, and lessons in life skills. The goal is to transition students from the special day class to the general education classroom.
- Additionally, MSA5 provides students needing support, during the school day, with Power Math and Power English courses. The structure of the classes begin with explicit direct instruction, followed by the integration of academic content with a focus on appropriate vocabulary usage, and ending with station activities that are either technology-based, teacher-led, or collaborative.
- Another online support for students is myON which provides a personalized reading list of "just right" books based on each student's interest. This program allows both teachers and students to track their progress on assignments and monitor their overall reading activity and growth from their own dashboards.

Corrective Action Required

None



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Notes:
None

***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school complies with the District school's Health, Safety and Emergency Plan)
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens
- the school has a Visitor's policy and it's visible in the main office
- a Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 1.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 1.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 1.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 1.4) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3: 1.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 1.5 and B3A:4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 1.7 and B3A:4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> (“ESSA Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3: 1.1) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.2) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.3) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<p><i>The school has:</i></p> <ul style="list-style-type: none"> implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards obtained WASC accreditation (high schools only) implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) received UC/CSU approval of courses (UC Doorways) (high schools only) 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> Evidence of transitioning to CA NGSS (B3:) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) *new schools only <input checked="" type="checkbox"/> WASC documentation (B3: 3.4) <input type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<p>The school:</p> <ul style="list-style-type: none"> implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE disaggregates and analyzes data on a regular basis to address individual student needs implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification) has appointed a designee to assist and support foster youth 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3: 3.8) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3: 3.8) <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input checked="" type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3: 3.9) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/21/2018**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6***The school has a system in place to ensure that the school:*

- provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- provides special education training for staff in accordance with requirements of the Modified Consent Decree
- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input type="checkbox"/> Other special education documentation (B3: 4.1) <input type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input checked="" type="checkbox"/> Classroom observation (B3: 4.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

	Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input checked="" type="checkbox"/> Evidence of data monitoring (B3: 4.2) <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates
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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p>The school:</p> <ul style="list-style-type: none"> • has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)



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Performance	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3: 4.3) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- information is easily accessible to the public and school stakeholders
- complaint procedures**
- Title IX information in accordance with SB1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)**
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3:4.4) for: <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics



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	<ul style="list-style-type: none"> • Student Achievement Information
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O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3: 4.5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> form (“ESSA Grid”) (B3A: 1.1) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2018

8012	2014-15					2015-16					2016-17				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy 5															
Cash and Cash Equivalents		880,853	987,626	925,100	925,625		922,883	879,110	726,788	728,184		529,693	604,517	1,000,807	1,000,807
Current Assets		847,039	1,009,131	1,171,514	1,172,401		1,129,883	1,101,224	1,213,388	1,213,004		1,196,151	1,176,437	1,500,975	1,500,975
Fixed and Other Assets		17,449	17,449	28,207	20,512		11,006	3,311	6,910	6,910		1,709	29,929	22,357	22,357
Total Assets		864,488	1,026,580	1,199,721	1,192,913		1,140,889	1,104,535	1,220,298	1,219,914		1,197,860	1,206,366	1,523,332	1,523,332
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		55,000	213,578	309,090	337,641		109,966	81,672	75,963	142,399		111,280	9,299	142,014	147,775
Long Term Liabilities		0	0	0	0		0	0	0	0		0	5,700	0	0
Total Liabilities		55,000	213,578	309,090	337,641		109,966	81,672	75,963	142,399		111,280	14,999	142,014	147,775
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		809,488	813,002	890,631	855,272		1,030,923	1,022,863	1,144,335	1,077,515		1,086,581	1,191,367	1,381,318	1,375,557
Total Revenues	1,007,552	935,778	1,010,290	1,019,824	1,034,858	1,481,174	1,616,233	1,638,082	1,691,283	1,749,437	1,919,495	2,176,042	2,188,908	2,237,135	2,272,500
Total Expenditures	989,216	1,027,168	1,086,802	1,018,706	1,069,100	1,399,069	1,475,941	1,470,491	1,402,220	1,527,194	1,826,171	2,166,976	2,075,056	1,933,332	1,974,458
Net Income / (Loss)	18,336	(91,390)	(76,512)	1,118	(34,242)	82,105	140,292	167,591	289,063	222,243	93,323	9,066	113,852	303,803	298,042
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	18,336	(91,390)	(76,512)	1,118	(34,242)	82,105	140,292	167,591	289,063	222,243	93,323	9,066	113,852	303,803	298,042
Net Assets, Beginning	573,358	900,878	900,878	900,877	889,514	813,002	890,631	890,631	890,631	855,272	1,022,863	1,144,335	1,144,335	1,144,335	1,077,515
Adj. for restatement / Prior Yr Adj	0	0	(11,364)	(11,364)	0	0	0	(35,359)	(35,359)	0	0	(66,820)	(66,820)	(66,820)	0
Net Assets, Beginning, Adjusted	573,358	900,878	889,514	889,513	889,514	813,002	890,631	855,272	855,272	855,272	1,022,863	1,077,515	1,077,515	1,077,515	1,077,515
Net Assets, End	591,694	809,488	813,002	890,631	855,272	895,107	1,030,923	1,022,863	1,144,335	1,077,515	1,116,186	1,086,581	1,191,367	1,381,318	1,375,557

8012	Audited Financials					2017-18				
	2013-14	2014-15	2015-16	2016-17	2017-18	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy 5										
Cash and Cash Equivalents	358,831	925,625	728,184	1,000,807	0		1,109,656	0	0	0
Current Assets	940,950	1,172,401	1,213,004	1,500,975	0		1,473,320	0	0	0
Fixed and Other Assets	24,158	20,512	6,910	22,357	0		92,101	0	0	0
Total Assets	965,108	1,192,913	1,219,914	1,523,332	0		1,585,420	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	75,594	337,641	142,399	147,775	0		114,810	0	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	75,594	337,641	142,399	147,775	0		114,810	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Net Assets	889,514	855,272	1,077,515	1,375,557	0		1,450,610	0	0	0
Total Revenues	2,106,705	1,034,858	1,749,437	2,272,500	0	2,379,467	2,527,844	0	0	0
Total Expenditures	1,780,910	1,069,100	1,527,194	1,974,458	0	2,311,381	2,458,552	0	0	0
Net Income / (Loss)	325,795	(34,242)	222,243	298,042	0	68,086	69,292	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	325,795	(34,242)	222,243	298,042	0	68,086	69,292	0	0	0
Net Assets, Beginning	563,719	889,514	855,272	1,077,515	0	1,191,367	1,381,318	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	563,719	889,514	855,272	1,077,515	0	1,191,367	1,381,318	0	0	0
Net Assets, End	889,514	855,272	1,077,515	1,375,557	0	1,259,452	1,450,610	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/21/2018

FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	3
<p>Magnolia Science Academy 5's (MSA 5) fiscal condition is strong and has been upward trending since the 2014-2015 fiscal year. According to the 2016-2017 independent audit report, the school had positive net assets of \$1,375,557 and net income of \$298,042. The 2017-2018 First Interim projects positive net assets of \$1,444,849 and net income of \$69,292.</p> <p>According to the 2016-2017 independent audit report, Magnolia Science Academy 5 is one of 10 schools operated by Magnolia Educational & Research Foundation (MERF). MERF currently has five schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$21,478,410 and net income of \$616,950. MERF, without the charter schools, reported negative net assets of (\$766,778) and a net loss of (\$793,576), which was the result of a negative equity transfer of (\$768,450) to MERF and asset write-offs of (\$348,866) absorbed by MERF in light of the closure of MSA Santa Clara (a non-LAUSD authorized MERF school). MERF's 2016-2017 independent audit report (in Note 17), states: "On July 1, 2016, the Board of MERF voted to close MSA Santa Clara, and to transfer the June 30, 2016 operating deficit of (\$731,580) to MERF. MSA Santa Clara also had an additional loss during 2016-2017 in the amount of (\$36,870) for miscellaneous revenues repaid and expenses directly related to final settlement of MSA Santa Clara for a total deficit of (\$768,450)." MERF's 2016-2017 independent audit report also describes the absorption of MSA Santa Clara's remaining assets and liabilities assumed by MERF resulted as an extraordinary item that led to write-offs of accounts receivable and fixed assets in the amount of (\$348,866).</p> <p>According to MERF, in 2016-2017, MSA 5 paid annual management fees of \$90,202 to MERF for administrative services, such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2018**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is strong.

	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (First Interim)
Net Assets	\$889,514	\$855,272	\$1,077,515	\$1,375,557	\$1,444,849
Net Income/Loss	\$325,795	(\$34,242)	\$222,243	\$298,042	\$69,292
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

2. March 2015 Settlement Agreement Status

On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when the District rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: "MERF agrees to be subject to fiscal oversight during fiscal year 2015-16 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF's fiscal operations." ***Please refer to Item 22 of the Notes section for further details.***

As part of the renewal process for Magnolia Science Academy 4 (MSA 4) and Magnolia Science Academy 5 (MSA 5), in November 2017, MERF provided the final management letter from FCMAT (dated August 25, 2017), and the first two management letters from the School Services of California (SSC) team (dated August 25, 2017, and October 16, 2017, respectively). MSA 4 was approved by the LAUSD Board of Education with fiscal benchmarks, including extended oversight by SSC. Based on the December 4, 2017 amended oversight service agreement between School Services and MERF, SSC's original scope of work for its oversight review was extended to cover the months of January 2018 through April 2018, with field work and management letters addressing SSC's review for these four months slated for completion by June 30, 2018. Based on the January 9, 2018 email confirmation between SSC and the Charter Schools Division (CSD), it was agreed that SSC's extended four-month review would cover a sample of financial transactions for MSA 4, 6, 7 and 8 (the current LAUSD-authorized MERF charter schools, with the exception of MSA 5). MSA 5's charter



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renewal was denied by the LAUSD Board of Education on November 7, 2017 (based on the school's academic performance), but was subsequently approved by the Los Angeles County Office of Education (LACOE).

Based on the CSD's 2017-2018 oversight visit and review of a sample of check disbursements and credit card transactions, the CSD noted that MERF had made significant improvements in its accounting and fiscal practices (based on FCMAT's and SSC's recommendations), including its implementation of an enhanced, customized software system (i.e., COOLSIS). Benefits of MERF's improved system include: 1) MERF's Board-approved budgets are uploaded to the purchasing software and are now part of the purchasing and payment approval process; 2) Purchase requisitions, purchase orders, and purchase approvals are now managed within the COOLSIS system; and, 3) Vendor information and resource codes are now system-required before MERF sends any request for approval. Although the CSD did note discrepancies through its review of a sample of check disbursements and credit card transactions, these discrepancies occurred prior to MERF's implementation of its enhanced COOLSIS system (which commenced in approximately October 2017). The discrepancies in question are detailed in the "**Areas Noted for Further Growth and/or Improvement**" section below.

In summary, the CSD recognizes the progress made by MERF towards fulfilling the fiscal oversight requirements set forth in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor SSC's findings and recommendations for the prescribed four-month period spanning from January 2018 through April 2018. Furthermore, the CSD will continue to monitor MERF's compliance with fiscal oversight by SSC and MERF's progress in remedying the findings from SSC through oversight.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the Charter Schools Division requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the five MERF charter schools that are currently authorized by LAUSD. The Charter Schools Division reviews these financial documents and a sampling of checks and credit card transactions across these MERF charter schools, to assess overall compliance with MERF's Magnolia Public Schools Financial Policies and Procedures Manual (P's & P's). Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated in each charter school's Annual Performance-Based Oversight Visit Report, with the exception of the fiscal condition and/or the segregation of duties reviews, which are school-specific and reviewed separately for each MERF charter school.

1. Bank Reconciliation Reports

Page 1 of the CSH107 Bank Account Reconciliations provides guidance concerning bank account reconciliations.

The policy reads: "**Responsibilities:** Chief Financial Officer [CFO] or designee is responsible for review and approval of all reconciliations." "Bank Statement Preparation: After receipt of the monthly bank statement and/or online printing of the monthly bank statement, Back-office accountant should prepare the monthly bank reconciliation by the 20th of the following month."



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Based on the CSD's review of the bank statements and bank reconciliation reports for the months of July 2017 through December 2017, it was noted that the bank reconciliation reports showed no evidence of reviews or approvals by MERF's CFO or designee. Further, the preparation and review/approval dates of the bank reconciliation reports were also omitted, hence, the CSD's assessment regarding the school's timely preparation/review of the reports could not be determined. In addition, the CSD noted that FCMAT, per its August 25, 2017 management letter, made a recommendation related to "Bank Statements and Reconciliations," which states: "Include the signatures of the individual who prepared the bank statement reconciliation and the individual who reviewed/approved it, and the respective dates of same, on the reconciliation documents."

As a result of the above observation, MERF's CFO advised the CSD that MERF's Senior Financial Analyst reviews the monthly bank reconciliation reports via email. Further, effective immediately and moving forward, MERF declared that it would implement a means of documenting the signatures of the bank reconciliation report reviewers and the report review dates.

2. Credit Cards

Page 2 of the CSH111 CREDIT CARDS AND DEBIT CARDS section states: "It is the policy of the Organization to provide credit cards to authorized members of the Organization staff in the performance of their duties and responsibilities."

Based on the CSD's review of a sample credit card statements and supporting documentation, the CSD noted that the credit card accounts for three of the five LAUSD-authorized Magnolia charter schools (i.e., MSA 4, 7 and 8), were all assigned to the former MERF CFO (who left the organization in November 2016). However, these accounts remained active until February 5, 2018. The CSD also noted that some of the aforementioned former MERF CFO's credit card accounts continued to incur charges and/or delinquent fees. In addition, the former MERF CFO's credit card account with MSA 8 incurred fraudulent charges in August 2017. MERF confirmed that refunds of all fraudulent charges had been received by MERF as of the date of this report, and, as of February 5, 2018, all credit card accounts under the former CFO's name had officially been closed.

The CSD recommends that the school and MERF ensure that all credit card transactions are monitored and reviewed timely. Further, in the event that the credit card holder is no longer working for the organization, the CSD recommends that MERF ensure that any automatic payments are stopped, all credit card balances are paid in full, and all credit card accounts associated with former members of the organization are closed immediately, to prevent potential fraudulent transactions, late fees, and/or finance charges to these credit cards.

The CSD will continue to monitor these issues through oversight.

3. Automated Clearing House (ACH)/Recurring Automatic Payments

Based on the CSD's review of a sample bank statements and supporting documentation, it was noted that two ACH transactions for Ready Refresh, listed below, included late fees in the amount of \$10, pertaining to invoices for the months of February 2017 and March 2017 for MSA 4 and MSA 6. The table below also illustrates the ACH transactions by MERF for recurring automatic



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payments. However, MERF's Magnolia Public Schools Financial Policies and Procedures Manual makes no reference to ACH and recurring automatic payment processes.

The CSD recommends that MERF update its P's & P's to provide guidance in this area, including clarification regarding permissible recurring payments, and delineate the approval and review processes pertaining to ACH transactions and recurring automatic payments.

Date	Vendor	Check Number	Description	Check Amount	School
4/3/2017	Ready Refresh	DB040317-1	DB040317-1; Ready Refresh	\$ 1,023.23	MSA 4
4/5/2017	Ready Refresh	DB040517	DB040517; Ready Refresh	\$ 439.69	MSA 6
9/25/2017	Arc Inc.	82720	ASES Grant October 2017	\$ 30,000.00	MSA 8

Other Observations:

1. During the 2017-2018 fiscal oversight process, the CSD noted instances whereby MERF did not respond or provide documentation/information pertaining to the CSD's requests within the CSD's stated deadlines. Education Code section 47604.3 requires that charters "promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from its chartering authority." Failure to timely respond to the CSD's requests or inquiries constitutes a violation of the terms of the charter with LAUSD, as well as applicable state law and, in this instance, may impact the school's 2018-2019 fiscal rating.

The CSD communicated with MERF's CFO (initially via telephone, and again, via email, on 3/14/2018), regarding MERF's need to improve the timeliness of its responses to the CSD. MERF's CFO indicated that she and the MERF team would work on meeting the CSD's deadlines so that timeliness would not continue to be an issue. The CSD will continue to monitor this issue through oversight.

Date	Email or Phone Correspondence (sent by the CSD staff)	Email Recipients	Email Copied to	Comments
02/16/18	CSD – sent an email requesting written responses from the CFO, due COB 02/23/18.	CFO	Senior Financial Analysts, FOA	



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02/27/18	CSD - sent follow-up email with a new deadline of 03/01/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	The CSD sent a reminder for documentation not provided, that was originally due on 02/23/18.
03/01/18	CSD – sent email requesting a copy of MERF’s 2016-2017 Audited Financial Report, due COB 03/02/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	
03/05/18	CSD - sent email requesting a phone call with the CFO.	CFO, Senior Financial Analyst	Senior Financial Analysts, FOA	The CSD communicated the need for a phone call to clarify additional questions.
03/06/18	CSD – sent email, once again requesting a conference call with the CFO, and reminding MERF of previous request with a due date of COB 03/02/18.	Senior Financial Analyst	CFO, Senior Financial Analyst; EdTec	The CSD communicated a new timeline of 03-07-18 by 12:00 noon.
03/09/18	CSD – sent a follow-up email communicating the need to connect with the CFO to finalize oversight report.	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	On 03/09/18, the CSD received a voice message from the CFO following up on the prior request due on 03-07-18.

2. Based on the CSD’s review of a sample check disbursements, the CSD noted the instances listed in the table below, whereby the documentation provided did not contain itemized receipts for the related purchases, even though the reimbursements were supported by other documentation. The CSD recommends that, consistent with recommended industry practices (as referenced in the 2017 California Charter School Accounting and Best Practices Manual published by FCMAT), MERF update its fiscal policies and procedures to require original, detailed receipts for all purchases made via check disbursements or credit cards. In addition, the CSD noted that, per FCMAT’s August 25, 2017 management letter, FCMAT made the following recommendations related to “Accounts Payable,” which states: “1) Pay invoices timely and 2) Require itemized receipts for transactions.”

Date	Vendor	Check Number	Description	Check Amount	School
11/21/2016	Brad M.	52267	Reimb: El Pollo Loco Lunch for Staff	\$ 324.16	MSA 5
5/19/2017	Frances T. Cameron	82630	Reimb: Mileage & Dinner	\$ 172.41	MSA 8



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3. Based on the CSD’s review of the MERF Board meeting minutes, and per confirmation received from the Sr. Financial Analyst of MERF, the CSD noted that the governing board meeting minutes provided by MERF did not evidence its receipt, review, and discussion of the CSD’s 2016-2017 Annual Performance-Based Oversight Visit reports (please refer to Item 14 in the Notes section below). The CSD recommends that, beginning in 2017-2018, MERF present and discuss the CSD’s Annual Performance-Based Oversight Reports with its governing board, and document said discussion regarding same. This is one of the required fiscal items in the CSD’s Annual Performance-Based Oversight Visit Preparation Guide, beginning in 2017-2018.

The recommended actions and/or the specific fiscal policies and procedures referenced in the “Other Observations” section of this report will be reviewed by the Charter Schools Division as part of the next oversight visit. The observed results may be factored into the school’s rating for next year.

Corrective Action Required:

The governing board and leadership team of the charter school are responsible for managing the day-to-day operations of the school. Thus, the CSD’s recommendations concerning the above-noted findings and observations should be discussed at MERF’s next board meeting, but, in any event, no later than 60 days following the school’s receipt of this report. After the schools’ next Board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD staff will continue to monitor these issues through oversight.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 5Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/21/2018**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2017 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2017 through December 2017. Selected the months of July 2017 through December 2017 for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. Citi Bank – 5041 MSA Bell (Checking)
 - b. Citi Bank – 6769 MSA 4 (Checking)
 - c. Citi Bank – 6694 MSA 5 (Checking)
 - d. Citi Bank – 6121 MSA 6 (Checking)
 - e. Citi Bank – 2703 MSA 7 (Checking)
3. Reviewed credit card statements from May 2017 through October 2017 for all the credit card accounts below (except for the statements related to the accounts in the name of the former CFO as specified below). Selected the months of January 2017 through October 2017, where applicable, for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. American Express, credit card ending in 1003 (Former CFO – MSA 4) - January 2017 through July 2017
 - b. American Express, credit card ending in 1004 (CFO – MSA 4)
 - c. American Express, credit card ending in 1002 (CFO – MSA 5)
 - d. American Express, credit card ending in 1000 (CFO – MSA 6)
 - e. American Express, credit card ending in 1005 (Former CFO – MSA 7) - January 2017 through October 2017
 - f. American Express, credit card ending in 1007 (CFO – MSA 7)
 - g. American Express, credit card ending in 1000 (Former CFO – MSA 8) - January 2017 through May 2017, and August 2017 through October 2017
 - h. American Express, credit card ending in 1006 (CFO – MSA 8)
4. Reviewed the following 39 checks/debit transactions. Discrepancies were noted for further growth and/or improvement above.
 - a. Check numbers: 42338, 62329, 52267, 52273, DB120916, 42357, 82525, 52290, 72610, 82535, 42385, 82554, 82571, 62400, 82585, 52328, DB040317-1, 72722, 52346, 72741, 82630, 42454, 62472, 42467, 72780, 62471, 82663, 72801, 72803, 62496, DB062817, 42499, 52421, 82720, 52445, 42548, 82752, DB111417 and 82755.
5. Per the 2016-2017 audit report, the school's cash and cash equivalents is \$1,000,807, and total expenditures equal \$1,974,458. Therefore, the school's cash reserve level is 50.6%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. Segregation of Duties (SOD) reviews were conducted at MSA Bell and MSA 6. No discrepancies were noted.
8. MSA 5 did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2017-2018 budget were provided.



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11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were *not* provided. See the CSD's recommendation in the "Other Observations" section above.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report and resolution of any audit findings, including material weaknesses, or deficiencies were provided.
17. Evidence of MSA 5 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2017-2018 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2016-2017 audited and unaudited actuals nearly mirror each other.
22. March 2015 Settlement Agreement (further details related to Item 2 in the **Areas of Demonstrated Strength and/or Progress** section above):

Pursuant to the March 2015 Settlement Agreement, MERF entered a study agreement with FCMAT to review a sample of financial transactions for all eight Magnolia schools then-authorized by LAUSD, for the 12-month period spanning from July 2015 through June 2016. Given the significant delays by MERF, FCMAT was unable to perform its obligations, and documented such to MERF and LAUSD in its management letters issued during 2015-2016. On August 3, 2016, FCMAT entered into an Amended Study Agreement with MERF (at MERF's request). The Amended Study Agreement's scope of work was truncated to include a review of July 2015 (for all eight Magnolia schools then-authorized by LAUSD), followed by reviews consisting of a sampling of financial transactions and reports for August 2015, May 2016 and June 2016 (for MSA 6, MSA 7, and MSA 8 only).

Due to MERF's failure to timely respond to FCMAT's document requests and other significant reasons stated in the findings of fact in support of denial of the renewal charter petition, the LAUSD Board of Education approved the CSD's denial recommendations for MSA 1, MSA 2, and MSA 3 on October 18, 2016. MSA 1, 2 and 3 were subsequently approved by LACOE.

In response to the CSD's request pertaining to MERF in March 2017, FCMAT indicated that it was unable to move forward with a study agreement for the review and testing of MERF schools' 2016-2017 financial transactions. As such, the CSD subsequently concurred (on May 15, 2017) with the proposal that School Services of California be contracted by MERF to continue the fiscal oversight started by FCMAT.

See the current status on MERF's compliance with the March 2015 Settlement Agreement under Item 2 in the **Areas of Demonstrated Strength and/or Progress** section above.



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Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

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Fiscal Operations Rubrics

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other. 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other.



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An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.

15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Employee handbook
 - Student handbook
 - Salary schedules/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Administration/school contact
 - School calendar
 - Enrollment policies and procedures
 - Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
6. Governing board approved LCAP is posted on the charter school's website.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 3% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Employee handbook
 - Student handbook
 - Salaries schedule/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Administration/school contact
 - School calendar
 - Enrollment policies and procedures
 - Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
6. Governing board approved LCAP is posted on the charter school's website.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no apparent conflict of interest. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school's budget; and 9. Governing board approved LCAP is posted on the charter school's website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The EPA allocation and expenditures are posted on the charter school's website, if applicable. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT **CHARTER SCHOOLS DIVISION**

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT 2017-2018 SCHOOL YEAR

MAGANOLIA SCIENCE ACADEMY 6

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 2/14/2018

Charter School Name:	Magnolia Science Academy 6			Location Code:	8013
Current Address:	City:	ZIP Code:	Phone:	Fax:	
3754 Dunn Drive	Los Angeles	90034	310-842-8555	310-842-8558	
Current Term of Charter:	LAUSD Board District:		LAUSD District:		
July 1, 2014 to June 30, 2019	1		West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades Currently Served:	Grades To Be Served Per Charter:		
156	300	6th – 8th	6th – 8th		
Total Number of Staff Members:	14	Certificated:	8	Classified:	6
Charter School's Leadership Team Members:	John Terzi, Principal; James Choe, Assistant Principal				
Charter School's Contact for Special Education:	Ms. Terry Bourdages				
CSD Assigned Administrator:	Yolanda Jordan	CSD Fiscal Services Manager:	Lourdes Echavarria		
Other School/CSD Team Members:	Helena Yoon-Fontamillas				
Oversight Visit Date:	February 14, 2018	Fiscal Review Date (if different):	February 1, 2018		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	No	LAUSD Co-Location Campus (if applicable):			
		DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:			

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/14/2018

CHARTER RENEWAL CRITERIA

IN ACCORDANCE WITH EDUCATION CODE §§ 47605 AND 47607, IN ORDER TO RENEW A CHARTER, THE DISTRICT MUST DETERMINE WHETHER THE CHARTER SCHOOL HAS MET THE STATUTORY REQUIREMENTS. PURSUANT TO THE REQUIREMENTS OF SB 1290, THE DISTRICT “SHALL CONSIDER INCREASES IN PUPIL ACADEMIC ACHIEVEMENT FOR ALL GROUPS OF PUPILS SERVED BY THE CHARTER SCHOOL AS THE MOST IMPORTANT FACTOR IN DETERMINING WHETHER TO GRANT A CHARTER RENEWAL.” ED. CODE § 47607(A)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those



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“promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s)</p> <ul style="list-style-type: none"> • As evidenced in Binder #1, there is evaluation protocol that details how and when school leaders are evaluated. Additionally, it measures school leaders using the California Professional Standards for Education Leaders (CPSELs) • While there is evidence of a Superintendent Performance Evaluation Form, it recommended that the Magnolia Public School (MPS) Board create an evaluation protocol for the CEO/Superintendent of MPS. <p>G4: The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment as evidenced by reviewing MPS board meeting minutes and agendas, as well as the ESSA Grids at school sites.</p> <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making</p> <ul style="list-style-type: none"> • As evidenced in Board meeting agendas, minutes, and Academic Committee meeting minutes, academic “Glows, Grows and Next Steps” are discussed to inform decisions regarding each MPS school’s academic trajectory <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><u>Corrective Action Required</u> None</p>	
<p>Notes:</p> <p>Other: The Magnolia Public Schools governing board is encouraged to continue discussions and supports at the school site level in the incorporation of STEM, STEAM, or STREAM within different content areas and classrooms.</p> <p>UPDATE regarding the Settlement Agreement with LAUSD: Magnolia Education and Research Foundation (MERF) and School Services California executed an amendment to the original contract on 12/12/17 to extend the oversight services through July 31, 2018. This amendment extended the scope of work to cover the months of January through April 2018, with field work and management letters addressing these four months by June 30, 2018.</p>	



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The Charter School Division will continue to monitor MERF's compliance of the fiscal oversight provision required in the March 2015 Settlement Agreement between LAUSD and MERF through the end of MSA 6's current charter term.

On 11/7/17 the LAUSD BOE voted on non-renewal for MSA 5.

All details are delineated in the Findings of Fact BOE Report #179-17/18.

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



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G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils, including but not limited to those mandated by laws or regulations evaluation of school's executive level leadership 		
Performance	Rubric	Sources of Evidence
	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input checked="" type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1: 7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity 		
Performance	Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 8) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1: 9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 13.1) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

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DATE OF VISIT: 2/14/2018**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1: 13.2) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/14/2018**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure:</i>	
<ul style="list-style-type: none"> review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1: 14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division 	<ul style="list-style-type: none"> <input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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DATE OF VISIT: 2/14/2018

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A1: The majority of numerically significant subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> Per CDE, MSA 6 has 5 subgroups (African-American, English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). However, there are only 2 numerically significant subgroups (Latino and Socioeconomically Disadvantaged or SED). Latino students grew by 1.06 percentage points and SED students decreased by 0.82 percentage points in ELA. <p>A2: The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> Per CDE, MSA 6 has 5 subgroups (African-American, English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). However, there are only 2 numerically significant subgroups (Latino and Socioeconomically Disadvantaged or SED). Latino students grew by 1 percentage point and SED students decreased by 0.18 percentage points in Math. <p>A3: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> Per CDE and a data set provided by LAUSD Data and Accountability, 42.77% of MSA 6's students Met and Exceeded Standards on the SBAC in ELA, compared to the Resident Schools Median of 28.21%. <p>A4: The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> Per CDE and a data set provided by LAUSD Data and Accountability, 25.29% of MSA 6's students Met and Exceeded Standards on the SBAC in Math, compared to the Resident Schools Median of 15.09%. <p>A5: The school reclassifies English Learners at a rate higher than the District average</p> <ul style="list-style-type: none"> Per the CDE Reclassification Report, 64% of MSA 6's English Learners reclassified, compared to the District average at 16.8% <p>A6: The school's percentage of "At Risk" English Learners is at rate lower than the District average</p> <ul style="list-style-type: none"> Per the CDE's "At-Risk" by Grade report, MSA 6 is at 0%, compared to the District average at 5.9%. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A7: The school's percentage of LTELs is at a rate higher than the District average</p> <ul style="list-style-type: none"> Per the CDE's Long-Term English Learners (LTEL) by Grade report, MSA 6 is at 11.5%, compared to the District average at 8.3% <p><u>Corrective Action Required</u></p> <p>None</p>	



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Notes:

****NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.***



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DATE OF VISIT: 2/14/2018**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/14/2018**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.3) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is significantly lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.4) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/14/2018**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate equal to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2: 1.5) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.5.1) <input type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for At-Risk English Learners 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate equal to the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2016-2017 (B2: 1.6)



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A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for Long Term English Learners 2016-2017 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate equal to the District average <input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate higher than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2016-2017) (B2: 1.6)

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Cohort Graduation Rate (CDE) **(high schools only)**

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate equal to the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the District average <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2: 3.1) <input type="checkbox"/> Other: (Specify) <hr/> List of the school's A-G requirements (CSD internal use only)



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***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	<input type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2.6) <input type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify) N/A



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CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

Blue Green Yellow Orange Red

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of Orange

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of Orange

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of N/A

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of N/A

**this indicator will be available Fall 2018*

A14: Priority 6-3.8 School Climate- Suspension Rate Indicator

The school has achieved the performance level of Blue

A15: 2.5 Suspension and Expulsion Rates

The school has achieved the performance level of N/A



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HIGH SCHOOLS ONLY:

A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts

The school has achieved the following status _____ and change _____ N/A

A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics

The school has achieved the following status _____ and change _____ N/A

A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator

The school has achieved the performance level of _____ N/A

A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator

The school has achieved the following status _____ N/A

**this indicator will be available Fall 2017*

NOTES:

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O3: The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</p> <ul style="list-style-type: none"> • Per discussion with leadership, MSA 6 continues to implement standards-based instruction with Common Core aligned instructional materials • MSA 6 received WASC Accreditation through 6/30/22 <p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <ul style="list-style-type: none"> • Per discussion with leadership and responses to guided questions, MSA 6 continues to provide intervention for students during the school day, as well as after school and on Saturdays. • New this year: a math coach comes to the site 3 days a week to support teachers as well as work with small groups of students. Additionally, there is a school-site mentor available to support all new teachers. • English Learners received 40 minutes per day of ELD instruction • School leadership shared their Interim Comprehensive Assessment (ICA) results in Math, as of February 12, 2018 and it shows increases from the end of year, 2016-2017 ICA results. 6th grade increased from 8% to 13%; 7th grade increased from 17% to 25%; and 8th grade from 14% to 23%. <p>O6: The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p> <ul style="list-style-type: none"> • Per Welligent reports, MSA 6 is compliant as it relates to timely completion of IEPs and service tracking. As of the day of the visit, all students receiving services were in Tier 1. <p>O8: The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</p> <ul style="list-style-type: none"> • As evidenced in Binder #3, emails from the Magnolia Public Schools (MPS) office, and discussion with school leadership, MSA 6 has ongoing professional development for staff, on campus and MSP-wide. • Per leadership, a math teacher left midyear last school year which may account for the slight drop in the Math SBAC scores. In an effort to support all students in the area of math, MSA 6 hired two math teachers and provided those teachers with professional development to learn new strategies to implement common core. 	



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Areas Noted for Further Growth and/or Improvement

Corrective Action Required

None

Notes:

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***



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O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school complies with the District school’s Health, Safety and Emergency Plan)
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens
- the school has a Visitor’s policy and it’s visible in the main office
- a Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 1.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 1.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 1.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 1.4) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3: 1.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 1.5 and B3A:4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 1.7 and B3A:4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> (“ESSA Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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SCHOOL NAME: Magnolia Science Academy 6

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DATE OF VISIT: 2/14/2018

O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> • for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • school provides for student immunization and health screening per applicable law and terms of the charter • school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3: 1.1) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.2) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.3) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<p><i>The school has:</i></p> <ul style="list-style-type: none"> • implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served • demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards • obtained WASC accreditation (high schools only) • implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) • received UC/CSU approval of courses (UC Doorways) (high schools only)



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	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> Evidence of transitioning to CA NGSS (B3:) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) *new schools only <input checked="" type="checkbox"/> WASC documentation (B3: 3.4) <input type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<p><i>The school:</i></p> <ul style="list-style-type: none"> • implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE • disaggregates and analyzes data on a regular basis to address individual student needs • implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification) • has appointed a designee to assist and support foster youth 	
Rubric	Sources of Evidence



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DATE OF VISIT: 2/14/2018

Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1)
	<input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis	<input checked="" type="checkbox"/> LCAP (B3: 3.2)
	<input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis	<input type="checkbox"/> Professional development documentation (B3: 3.7)
	<input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3: 3.8)
	<input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3: 3.8)	
	<input checked="" type="checkbox"/> Evidence of implementation of data analysis system program	
	<input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent	
	<input checked="" type="checkbox"/> Classroom observation	
	<input checked="" type="checkbox"/> Discussion with school leadership	
	<input type="checkbox"/> Other: (Specify)	

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input checked="" type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3: 3.9)
	<input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Classroom observation
	<input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/14/2018**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6***The school has a system in place to ensure that the school:*

- provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- provides special education training for staff in accordance with requirements of the Modified Consent Decree
- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input checked="" type="checkbox"/> Other special education documentation (B3: 4.1) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input type="checkbox"/> Classroom observation (B3: 4.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

	Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input checked="" type="checkbox"/> Evidence of data monitoring (B3: 4.2) <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates
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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p><i>The school:</i></p> <ul style="list-style-type: none"> • has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3: 3.2)
	<input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input type="checkbox"/> Interview of teachers and/or other staff
	<input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP

Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)



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Performance	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3: 4.3) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- information is easily accessible to the public and school stakeholders
- complaint procedures**
- Title IX information in accordance with SB1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)**
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3:4.4) for: <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics



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	<ul style="list-style-type: none"> • Student Achievement Information
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O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3: 4.5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> form (“ESSA Grid”) (B3A: 1.1) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):



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8013	2014-15					2015-16					2016-17				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy 6															
Cash and Cash Equivalents		154,658	287,976	806,785	806,785		1,140,596	745,313	535,799	535,854		309,957	425,269	754,059	754,059
Current Assets		475,835	443,930	1,044,455	1,044,455		1,323,596	945,537	1,129,326	1,137,099		1,111,811	1,099,539	1,377,897	1,389,727
Fixed and Other Assets		0	0	0	0		5,837	79,810	66,400	66,400		37,674	37,674	51,733	51,733
Total Assets		475,835	443,930	1,044,455	1,044,455		1,329,233	1,025,347	1,195,726	1,203,499		1,149,285	1,137,213	1,429,630	1,441,460
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		300,000	155,150	559,018	569,898		293,042	122,405	182,262	246,234		108,457	12,812	176,677	182,539
Long Term Liabilities		0	0	0	0		181,177	0	6,888	0		0	6,500	0	0
Total Liabilities		300,000	155,150	559,018	569,898		474,219	122,405	188,950	246,234		108,457	19,312	176,677	182,539
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		175,835	288,780	485,437	474,557		855,014	902,942	1,006,776	957,265		1,040,828	1,117,902	1,252,953	1,258,921
Total Revenues	1,194,881	1,321,864	1,466,358	1,493,504	1,511,887	1,472,371	1,811,043	1,805,855	1,949,276	1,978,995	1,952,604	1,962,456	1,994,599	1,990,263	2,032,981
Total Expenditures	1,100,880	1,210,491	1,242,040	1,072,529	1,101,792	1,292,304	1,441,465	1,377,470	1,417,057	1,496,287	1,622,710	1,878,893	1,822,134	1,882,747	1,731,325
Net Income / (Loss)	94,001	111,373	224,318	420,975	410,095	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	94,001	111,373	224,318	420,975	410,095	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656
Net Assets, Beginning	(238,029)	70,336	70,336	70,336	64,462	288,780	485,436	485,436	485,437	474,557	902,942	1,006,776	1,006,776	1,006,776	957,265
Adj. for restatement / Prior Yr Adj	0	(5,874)	(5,874)	(5,874)	0	0	0	(10,879)	(10,880)	0	0	(49,511)	(61,339)	(61,339)	0
Net Assets, Beginning, Adjusted	(238,029)	64,462	64,462	64,462	64,462	288,780	485,436	474,557	474,557	474,557	902,942	957,265	945,437	945,437	957,265
Net Assets, End	(144,028)	175,835	288,780	485,437	474,557	468,847	855,014	902,942	1,006,776	957,265	1,232,836	1,040,828	1,117,902	1,252,953	1,258,921

8013	Audited Financials					2017-18				
	2013-14	2014-15	2015-16	2016-17	2017-18	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy 6										
Cash and Cash Equivalents	157,957	806,785	535,854	754,059	0		811,084	0	0	0
Current Assets	481,282	1,044,455	1,137,099	1,389,727	0		1,365,004	0	0	0
Fixed and Other Assets	8,461	0	66,400	51,733	0		102,842	0	0	0
Total Assets	489,743	1,044,455	1,203,499	1,441,460	0		1,467,846	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	425,281	569,898	246,234	182,539	0		180,209	0	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	425,281	569,898	246,234	182,539	0		180,209	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Net Assets	64,462	474,557	957,265	1,258,921	0		1,287,637	0	0	0
Total Revenues	1,452,643	1,511,887	1,978,995	2,032,981	0	1,966,979	1,890,155	0	0	0
Total Expenditures	1,036,720	1,101,792	1,496,287	1,731,325	0	1,789,080	1,855,471	0	0	0
Net Income / (Loss)	415,923	410,095	482,708	301,656	0	177,899	34,684	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	415,923	410,095	482,708	301,656	0	177,899	34,684	0	0	0
Net Assets, Beginning	(351,461)	64,462	474,557	957,265	0	1,117,901	1,252,953	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	(351,461)	64,462	474,557	957,265	0	1,117,901	1,252,953	0	0	0
Net Assets, End	64,462	474,557	957,265	1,258,921	0	1,295,801	1,287,637	0	0	0



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	3
<p>Magnolia Science Academy 6's (MSA 6) fiscal condition is strong and has been upward trending since the 2013-2014 fiscal year. According to the 2016-2017 independent audit report, the school had positive net assets of \$1,258,921 and net income of \$301,656. The 2017-2018 First Interim projects positive net assets of \$1,293,605 and net income of \$34,684.</p> <p>According to the 2016-2017 independent audit report, Magnolia Science Academy 6 is one of 10 schools operated by Magnolia Educational & Research Foundation (MERF). MERF currently has five schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$21,478,410 and net income of \$616,950. MERF, without the charter schools, reported negative net assets of (\$766,778) and a net loss of (\$793,576), which was the result of a negative equity transfer of (\$768,450) to MERF and asset write-offs of (\$348,866) absorbed by MERF in light of the closure of MSA Santa Clara (a non-LAUSD authorized MERF school). MERF's 2016-2017 independent audit report (in Note 17), states: "On July 1, 2016, the Board of MERF voted to close MSA Santa Clara, and to transfer the June 30, 2016 operating deficit of (\$731,580) to MERF. MSA Santa Clara also had an additional loss during 2016-2017 in the amount of (\$36,870) for miscellaneous revenues repaid and expenses directly related to final settlement of MSA Santa Clara for a total deficit of (\$768,450)." MERF's 2016-2017 independent audit report also describes the absorption of MSA Santa Clara's remaining assets and liabilities assumed by MERF resulted as an extraordinary item that led to write-offs of accounts receivable and fixed assets in the amount of (\$348,866).</p> <p>According to MERF, in 2016-2017, MSA 6 paid annual management fees of \$167,776 to MERF for administrative services, such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	



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DATE OF VISIT: 2/14/2018**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is strong.

	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (First Interim)
Net Assets	\$64,462	\$474,557	\$957,265	\$1,258,921	\$1,293,605
Net Income/Loss	\$415,923	\$410,095	\$482,708	\$301,656	\$34,684
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

2. March 2015 Settlement Agreement Status

On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when the District rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: "MERF agrees to be subject to fiscal oversight during fiscal year 2015-16 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF's fiscal operations." ***Please refer to Item 22 of the Notes section for further details.***

As part of the renewal process for Magnolia Science Academy 4 (MSA 4) and Magnolia Science Academy 5 (MSA 5), in November 2017, MERF provided the final management letter from FCMAT (dated August 25, 2017), and the first two management letters from the School Services of California (SSC) team (dated August 25, 2017, and October 16, 2017, respectively). MSA 4 was approved by the LAUSD Board of Education with fiscal benchmarks, including extended oversight by SSC. Based on the December 4, 2017 amended oversight service agreement between School Services and MERF, SSC's original scope of work for its oversight review was extended to cover the months of January 2018 through April 2018, with field work and management letters addressing SSC's review for these four months slated for completion by June 30, 2018. Based on the January 9, 2018 email confirmation between SSC and the Charter Schools Division (CSD), it was agreed that SSC's extended four-month review would cover a sample of financial transactions for MSA 4, 6, 7 and 8 (the current LAUSD-authorized MERF charter schools, with the exception of MSA 5). MSA 5's charter



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renewal was denied by the LAUSD Board of Education on November 7, 2017 (based on the school's academic performance), but was subsequently approved by the Los Angeles County Office of Education (LACOE).

Based on the CSD's 2017-2018 oversight visit and review of a sample of check disbursements and credit card transactions, the CSD noted that MERF had made significant improvements in its accounting and fiscal practices (based on FCMAT's and SSC's recommendations), including its implementation of an enhanced, customized software system (i.e., COOLSIS). Benefits of MERF's improved system include: 1) MERF's Board-approved budgets are uploaded to the purchasing software and are now part of the purchasing and payment approval process; 2) Purchase requisitions, purchase orders, and purchase approvals are now managed within the COOLSIS system; and, 3) Vendor information and resource codes are now system-required before MERF sends any request for approval. Although the CSD did note discrepancies through its review of a sample of check disbursements and credit card transactions, these discrepancies occurred prior to MERF's implementation of its enhanced COOLSIS system (which commenced in approximately October 2017). The discrepancies in question are detailed in the "**Areas Noted for Further Growth and/or Improvement**" section below.

In summary, the CSD recognizes the progress made by MERF towards fulfilling the fiscal oversight requirements set forth in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor SSC's findings and recommendations for the prescribed four-month period spanning from January 2018 through April 2018. Furthermore, the CSD will continue to monitor MERF's compliance with fiscal oversight by SSC and MERF's progress in remedying the findings from SSC through oversight.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the Charter Schools Division requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the five MERF charter schools that are currently authorized by LAUSD. The Charter Schools Division reviews these financial documents and a sampling of checks and credit card transactions across these MERF charter schools, to assess overall compliance with MERF's Magnolia Public Schools Financial Policies and Procedures Manual (P's & P's). Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated in each charter school's Annual Performance-Based Oversight Visit Report, with the exception of the fiscal condition and/or the segregation of duties reviews, which are school-specific and reviewed separately for each MERF charter school.

1. Bank Reconciliation Reports

Page 1 of the CSH107 Bank Account Reconciliations provides guidance concerning bank account reconciliations.

The policy reads: "**Responsibilities:** Chief Financial Officer [CFO] or designee is responsible for review and approval of all reconciliations." "Bank Statement Preparation: After receipt of the monthly bank statement and/or online printing of the monthly bank statement, Back-office accountant should prepare the monthly bank reconciliation by the 20th of the following month."



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Based on the CSD's review of the bank statements and bank reconciliation reports for the months of July 2017 through December 2017, it was noted that the bank reconciliation reports showed no evidence of reviews or approvals by MERF's CFO or designee. Further, the preparation and review/approval dates of the bank reconciliation reports were also omitted, hence, the CSD's assessment regarding the school's timely preparation/review of the reports could not be determined. In addition, the CSD noted that FCMAT, per its August 25, 2017 management letter, made a recommendation related to "Bank Statements and Reconciliations," which states: "Include the signatures of the individual who prepared the bank statement reconciliation and the individual who reviewed/approved it, and the respective dates of same, on the reconciliation documents."

As a result of the above observation, MERF's CFO advised the CSD that MERF's Senior Financial Analyst reviews the monthly bank reconciliation reports via email. Further, effective immediately and moving forward, MERF declared that it would implement a means of documenting the signatures of the bank reconciliation report reviewers and the report review dates.

2. Credit Cards

Page 2 of the CSH111 CREDIT CARDS AND DEBIT CARDS section states: "It is the policy of the Organization to provide credit cards to authorized members of the Organization staff in the performance of their duties and responsibilities."

Based on the CSD's review of a sample credit card statements and supporting documentation, the CSD noted that the credit card accounts for three of the five LAUSD-authorized Magnolia charter schools (i.e., MSA 4, 7 and 8), were all assigned to the former MERF CFO (who left the organization in November 2016). However, these accounts remained active until February 5, 2018. The CSD also noted that some of the aforementioned former MERF CFO's credit card accounts continued to incur charges and/or delinquent fees. In addition, the former MERF CFO's credit card account with MSA 8 incurred fraudulent charges in August 2017. MERF confirmed that refunds of all fraudulent charges had been received by MERF as of the date of this report, and, as of February 5, 2018, all credit card accounts under the former CFO's name had officially been closed.

The CSD recommends that the school and MERF ensure that all credit card transactions are monitored and reviewed timely. Further, in the event that the credit card holder is no longer working for the organization, the CSD recommends that MERF ensure that any automatic payments are stopped, all credit card balances are paid in full, and all credit card accounts associated with former members of the organization are closed immediately, to prevent potential fraudulent transactions, late fees, and/or finance charges to these credit cards.

The CSD will continue to monitor these issues through oversight.

3. Automated Clearing House (ACH)/Recurring Automatic Payments

Based on the CSD's review of a sample bank statements and supporting documentation, it was noted that two ACH transactions for Ready Refresh, listed below, included late fees in the amount of \$10, pertaining to invoices for the months of February 2017 and March 2017 for MSA 4 and MSA 6. The table below also illustrates the ACH transactions by MERF for recurring automatic



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payments. However, MERF's Magnolia Public Schools Financial Policies and Procedures Manual makes no reference to ACH and recurring automatic payment processes.

The CSD recommends that MERF update its P's & P's to provide guidance in this area, including clarification regarding permissible recurring payments, and delineate the approval and review processes pertaining to ACH transactions and recurring automatic payments.

Date	Vendor	Check Number	Description	Check Amount	School
4/3/2017	Ready Refresh	DB040317-1	DB040317-1; Ready Refresh	\$ 1,023.23	MSA 4
4/5/2017	Ready Refresh	DB040517	DB040517; Ready Refresh	\$ 439.69	MSA 6
9/25/2017	Arc Inc.	82720	ASES Grant October 2017	\$ 30,000.00	MSA 8

Other Observations:

1. During the 2017-2018 fiscal oversight process, the CSD noted instances whereby MERF did not respond or provide documentation/information pertaining to the CSD's requests within the CSD's stated deadlines. Education Code section 47604.3 requires that charters "promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from its chartering authority." Failure to timely respond to the CSD's requests or inquiries constitutes a violation of the terms of the charter with LAUSD, as well as applicable state law and, in this instance, may impact the school's 2018-2019 fiscal rating.

The CSD communicated with MERF's CFO (initially via telephone, and again, via email, on 3/14/2018), regarding MERF's need to improve the timeliness of its responses to the CSD. MERF's CFO indicated that she and the MERF team would work on meeting the CSD's deadlines so that timeliness would not continue to be an issue. The CSD will continue to monitor this issue through oversight.

Date	Email or Phone Correspondence (sent by the CSD staff)	Email Recipients	Email Copied to	Comments
02/16/18	CSD – sent an email requesting written responses from the CFO, due COB 02/23/18.	CFO	Senior Financial Analysts, FOA	



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02/27/18	CSD - sent follow-up email with a new deadline of 03/01/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	The CSD sent a reminder for documentation not provided, that was originally due on 02/23/18.
03/01/18	CSD – sent email requesting a copy of MERF’s 2016-2017 Audited Financial Report, due COB 03/02/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	
03/05/18	CSD - sent email requesting a phone call with the CFO.	CFO, Senior Financial Analyst	Senior Financial Analysts, FOA	The CSD communicated the need for a phone call to clarify additional questions.
03/06/18	CSD – sent email, once again requesting a conference call with the CFO, and reminding MERF of previous request with a due date of COB 03/02/18.	Senior Financial Analyst	CFO, Senior Financial Analyst; EdTec	The CSD communicated a new timeline of 03-07-18 by 12:00 noon.
03/09/18	CSD – sent a follow-up email communicating the need to connect with the CFO to finalize oversight report.	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	On 03/09/18, the CSD received a voice message from the CFO following up on the prior request due on 03-07-18.

2. Based on the CSD’s review of a sample check disbursements, the CSD noted the instances listed in the table below, whereby the documentation provided did not contain itemized receipts for the related purchases, even though the reimbursements were supported by other documentation. The CSD recommends that, consistent with recommended industry practices (as referenced in the 2017 California Charter School Accounting and Best Practices Manual published by FCMAT), MERF update its fiscal policies and procedures to require original, detailed receipts for all purchases made via check disbursements or credit cards. In addition, the CSD noted that, per FCMAT’s August 25, 2017 management letter, FCMAT made the following recommendations related to “Accounts Payable,” which states: “1) Pay invoices timely and 2) Require itemized receipts for transactions.”

Date	Vendor	Check Number	Description	Check Amount	School
11/21/2016	Brad M.	52267	Reimb: El Pollo Loco Lunch for Staff	\$ 324.16	MSA 5
5/19/2017	Frances T. Cameron	82630	Reimb: Mileage & Dinner	\$ 172.41	MSA 8

3. Based on the CSD’s review of the MERF Board meeting minutes, and per confirmation received from the Sr. Financial Analyst of MERF, the CSD noted that the governing board meeting minutes provided by MERF did not evidence its receipt, review, and discussion of the CSD’s 2016-2017 Annual Performance-Based Oversight Visit reports (please refer to Item 14 in the Notes section below). The CSD recommends that, beginning in 2017-2018, MERF present and discuss the CSD’s Annual Performance-Based



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<p>Oversight Reports with its governing board, and document said discussion regarding same. This is one of the required fiscal items in the CSD’s Annual Performance-Based Oversight Visit Preparation Guide, beginning in 2017-2018.</p> <p>The recommended actions and/or the specific fiscal policies and procedures referenced in the “Other Observations” section of this report will be reviewed by the Charter Schools Division as part of the next oversight visit. The observed results may be factored into the school’s rating for next year.</p>	
<p>Corrective Action Required:</p> <p>The governing board and leadership team of the charter school are responsible for managing the day-to-day operations of the school. Thus, the CSD’s recommendations concerning the above-noted findings and observations should be discussed at MERF’s next board meeting, but, in any event, no later than 60 days following the school’s receipt of this report. After the schools’ next Board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD staff will continue to monitor these issues through oversight.</p>	



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1. Reviewed independent audit report for the fiscal year ended June 30, 2017 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2017 through December 2017. Selected the months of July 2017 through December 2017 for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. Citi Bank – 5041 MSA Bell (Checking)
 - b. Citi Bank – 6769 MSA 4 (Checking)
 - c. Citi Bank – 6694 MSA 5 (Checking)
 - d. Citi Bank – 6121 MSA 6 (Checking)
 - e. Citi Bank – 2703 MSA 7 (Checking)
3. Reviewed credit card statements from May 2017 through October 2017 for all the credit card accounts below (except for the statements related to the accounts in the name of the former CFO as specified below). Selected the months of January 2017 through October 2017, where applicable, for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. American Express, credit card ending in 1003 (Former CFO – MSA 4) - January 2017 through July 2017
 - b. American Express, credit card ending in 1004 (CFO – MSA 4)
 - c. American Express, credit card ending in 1002 (CFO – MSA 5)
 - d. American Express, credit card ending in 1000 (CFO – MSA 6)
 - e. American Express, credit card ending in 1005 (Former CFO – MSA 7) - January 2017 through October 2017
 - f. American Express, credit card ending in 1007 (CFO – MSA 7)
 - g. American Express, credit card ending in 1000 (Former CFO – MSA 8) - January 2017 through May 2017, and August 2017 through October 2017
 - h. American Express, credit card ending in 1006 (CFO – MSA 8)
4. Reviewed the following 39 checks/debit transactions. Discrepancies were noted for further growth and/or improvement above.
 - a. Check numbers: 42338, 62329, 52267, 52273, DB120916, 42357, 82525, 52290, 72610, 82535, 42385, 82554, 82571, 62400, 82585, 52328, DB040317-1, 72722, 52346, 72741, 82630, 42454, 62472, 42467, 72780, 62471, 82663, 72801, 72803, 62496, DB062817, 42499, 52421, 82720, 52445, 42548, 82752, DB111417 and 82755.
5. Per the 2016-2017 audit report, the school's cash and cash equivalents is \$754,059, and total expenditures equal \$1,731,325. Therefore, the school's cash reserve level is 43.5%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. Segregation of Duties (SOD) reviews were conducted at MSA Bell and MSA 6. No discrepancies were noted.
8. MSA 6 did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2017-2018 budget were provided.



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11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were *not* provided. See the CSD's recommendation in the "Other Observations" section above.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report and resolution of any audit findings, including material weaknesses, or deficiencies were provided.
17. Evidence of MSA 6 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2017-2018 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2016-2017 audited and unaudited actuals nearly mirror each other.
22. March 2015 Settlement Agreement (further details related to Item 2 in the **Areas of Demonstrated Strength and/or Progress** section above):

Pursuant to the March 2015 Settlement Agreement, MERF entered a study agreement with FCMAT to review a sample of financial transactions for all eight Magnolia schools then-authorized by LAUSD, for the 12-month period spanning from July 2015 through June 2016. Given the significant delays by MERF, FCMAT was unable to perform its obligations, and documented such to MERF and LAUSD in its management letters issued during 2015-2016. On August 3, 2016, FCMAT entered into an Amended Study Agreement with MERF (at MERF's request). The Amended Study Agreement's scope of work was truncated to include a review of July 2015 (for all eight Magnolia schools then-authorized by LAUSD), followed by reviews consisting of a sampling of financial transactions and reports for August 2015, May 2016 and June 2016 (for MSA 6, MSA 7, and MSA 8 only).

Due to MERF's failure to timely respond to FCMAT's document requests and other significant reasons stated in the findings of fact in support of denial of the renewal charter petition, the LAUSD Board of Education approved the CSD's denial recommendations for MSA 1, MSA 2, and MSA 3 on October 18, 2016. MSA 1, 2 and 3 were subsequently approved by LACOE.

In response to the CSD's request pertaining to MERF in March 2017, FCMAT indicated that it was unable to move forward with a study agreement for the review and testing of MERF schools' 2016-2017 financial transactions. As such, the CSD subsequently concurred (on May 15, 2017) with the proposal that School Services of California be contracted by MERF to continue the fiscal oversight started by FCMAT.

See the current status on MERF's compliance with the March 2015 Settlement Agreement under Item 2 in the **Areas of Demonstrated Strength and/or Progress** section above.



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Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

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Fiscal Operations Rubrics

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other. 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other.



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DATE OF VISIT: 2/14/2018

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/14/2018

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no apparent conflict of interest. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/14/2018

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school’s budget; and 9. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/14/2018

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The EPA allocation and expenditures are posted on the charter school's website, if applicable. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT

2017-2018 SCHOOL YEAR

MAGNOLIA SCIENCE ACADEMY BELL

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2018

Charter School Name:		Magnolia Science Academy BELL (PSC)			Location Code:	5166
Current Address:		City:	ZIP Code:	Phone:	Fax:	
6411 Orchard Avenue		Bell	90201	323-826-3925	323-826-3926	
Current Term of Charter:			LAUSD Board District:	LAUSD District:		
July 1, 2015 to June 30, 2020			5	South		
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:	Grades Currently Served:		Grades To Be Served Per Charter:	
488		492	6 th – 8 th		6 th – 8 th	
Total Number of Staff Members:	37	Certificated:	23	Classified:	14	
Charter School's Leadership Team Members:		Jason Hernandez, Principal; Arturo Prado, Dean of Students; Maria Mendoza, Dean of Academics; Brenda Lopez, Dean of Culture				
Charter School's Contact for Special Education:		Maria Mendoza				
CSD Assigned Administrator:	Yolanda Jordan		CSD Fiscal Services Manager:	Lourdes Echavarria		
Other School/CSD Team Members:	Helena Yoon-Fontamillas					
Oversight Visit Date:	February 6, 2018		Fiscal Review Date (if different):	February 1, 2018		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	PSC		LAUSD Co-Location Campus (if applicable):	Orchard Academies		
			DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:			

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2018

CHARTER RENEWAL CRITERIA

IN ACCORDANCE WITH EDUCATION CODE §§ 47605 AND 47607, IN ORDER TO RENEW A CHARTER, THE DISTRICT MUST DETERMINE WHETHER THE CHARTER SCHOOL HAS MET THE STATUTORY REQUIREMENTS. PURSUANT TO THE REQUIREMENTS OF SB 1290, THE DISTRICT “SHALL CONSIDER INCREASES IN PUPIL ACADEMIC ACHIEVEMENT FOR ALL GROUPS OF PUPILS SERVED BY THE CHARTER SCHOOL AS THE MOST IMPORTANT FACTOR IN DETERMINING WHETHER TO GRANT A CHARTER RENEWAL.” ED. CODE § 47607(A)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2018

“promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s)</p> <ul style="list-style-type: none"> • As evidenced in Binder #1, there is evaluation protocol that details how and when school leaders are evaluated. Additionally, it measures school leaders using the California Professional Standards for Education Leaders (CPSELs) • While there is evidence of a Superintendent Performance Evaluation Form, it recommended that the Magnolia Public School (MPS) Board create an evaluation protocol for the CEO/Superintendent of MPS. <p>G4: The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment as evidenced by reviewing MPS board meeting minutes and agendas, as well as the ESSA Grids at school sites.</p> <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making</p> <ul style="list-style-type: none"> • As evidenced in Board meeting agendas, minutes, and Academic Committee meeting minutes, academic “Glows, Grows and Next Steps” are discussed to inform decisions regarding each MPS school’s academic trajectory <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><u>Corrective Action Required</u></p> <p>None</p>	
<p>Notes:</p> <p>Other: The Magnolia Public Schools governing board is encouraged to continue discussions and supports at the school site level in the incorporation of STEM, STEAM, or STREAM within different content areas and classrooms.</p> <p>UPDATE regarding the Settlement Agreement with LAUSD: Magnolia Education and Research Foundation (MERF) and School Services California executed an amendment to the original contract on 12/12/17 to extend the oversight services through July 31, 2018. This amendment extended the scope of work to cover the months of January through April 2018, with field work and management letters addressing these four months by June 30, 2018.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

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The Charter School Division will continue to monitor MERF's compliance of the fiscal oversight provision required in the March 2015 Settlement Agreement between LAUSD and MERF through the end of MSA Bell's current charter term.

On 11/7/17 the LAUSD BOE voted on non-renewal for MSA 5.

All details are delineated in the Findings of Fact BOE Report #179-17/18.

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2018**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board (composition, structure, roles and responsibilities)
- committees/councils, including but not limited to those mandated by laws or regulations
- evaluation of school's executive level leadership

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input checked="" type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1: 7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2018

Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 8) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1: 9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 13.1) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2018**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1: 13.2) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2018**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5*****The Governing Board has a system in place to ensure:***

- review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1: 14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6***The Governing Board has a system in place to ensure fiscal viability:***

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2018

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
A1: The majority of subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17	
A2: The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17	
A3: The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <ul style="list-style-type: none"> • MSA Bell’s schoolwide percentage of student who Met and Exceeded Standards on the 2017 SBAC in ELA was 44.96%, compared to the Resident Schools Median at 29.06%. 	
A4: The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <ul style="list-style-type: none"> • MSA Bell’s schoolwide percentage of student who Met and Exceeded Standards on the 2017 SBAC in Math was 22.38%, compared to the Resident Schools Median at 22.30%. 	
A5: The school reclassifies English Learners at a rate higher than the District average <ul style="list-style-type: none"> • MSA Bell’s reclassification rate was 38.6%, compared to the District average at 16.8%. 	
A6: The school’s percentage of “At Risk” English Learners is at rate lower than the District average <ul style="list-style-type: none"> • MSA Bell’s rate was 0.3%, compared to the District average of 5.9% 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
A7: The school’s percentage of LTELs is at a rate higher than the District average <ul style="list-style-type: none"> • MSA Bell’s rate is 14.1%, compared to the District average at 8.3% • Per school leadership, in an effort to reduce the LTEL rate, the school has taken the following steps: identify students via the Student Information System (SIS); utilize ELD portfolios (each teacher has access in order to provide the necessary accommodations to ensure appropriate supports are given to enhance language fluency); students are assigned an ELD course for at least 5 hours per week; students within the level 4 and 4 per CELDT receive pull-out services on an as needed basis to ensure progress is being made; EL students are groups within the courses that received additional supports, either with the teacher assistant or the special education teacher (as many of the EL also receive special education services); and Dr. Patricia Lyons is tasked with supporting EL student population 	
<u>Corrective Action Required</u>	
None	



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Notes:

****NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.***



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DATE OF VISIT: 2/6/2018**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/6/2018**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.3) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is significantly lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.4) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/6/2018**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate equal to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2: 1.5) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.5.1) <input type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for At-Risk English Learners 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate equal to the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2016-2017 (B2: 1.6)



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A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for Long Term English Learners 2016-2017 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate equal to the District average <input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate higher than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2016-2017) (B2: 1.6)

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Cohort Graduation Rate (CDE) **(high schools only)**

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate equal to the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the District average <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2: 3.1) <input type="checkbox"/> Other: (Specify) <hr/> List of the school's A-G requirements (CSD internal use only)



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***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	<input type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2.6) <input type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify) N/A



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CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

Blue Green Yellow Orange Red

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of Yellow

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of Orange

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of Blue

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of N/A

**this indicator will be available Fall 2018*

A14: Priority 6-3.8 School Climate- Suspension Rate Indicator

The school has achieved the performance level of Blue

A15: 2.5 Suspension and Expulsion Rates

The school has achieved the performance level of N/A



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HIGH SCHOOLS ONLY:

A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts

The school has achieved the following status _____ and change _____ N/A

A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics

The school has achieved the following status _____ and change _____ N/A

A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator

The school has achieved the performance level of _____ N/A

A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator

The school has achieved the following status _____ N/A

**this indicator will be available Fall 2017*

NOTES:

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <ul style="list-style-type: none"> • Per responses to guiding questions and discussion with school leadership, MSA Bell continues to monitor the instructional program to inform next steps to improve academic achievement for all students. The added a new program this year: MyOn. MyOn is a reading comprehension program that has been adapted and implemented to assist in the development of reading comprehension. <p>O6: The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p> <ul style="list-style-type: none"> • At the time of the visit, per the 200 report on Welligent (timely completion of IEPs), all IEPs were being completed on time. • At the time of the visit, per the 300 report on Welligent (service tracking), out of 74 records, 4 of the records were beyond Tier 2. However, MSA Bell staff was able to give a reasonable explanation as to why these services were not on target and gave a plan to ensure services will be implemented 100% of the time. <p>O8: The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</p> <ul style="list-style-type: none"> • Per responses to guiding questions and discussion with leadership, MSA Bell leadership shared the following: <ul style="list-style-type: none"> ○ On a weekly basis, staff members meet specifically to dedicate topics of discussion. First meeting of the month is dedicated to the book club reading, "Growth Mindset Coach," by Annie Brock. This is a month-by-month reading dedicated to support growth mindset as a professional and support the mindset of students. Second Wednesday is dedicated to supporting the following students: students with disabilities, English learners, foster youth, and homeless. Training is based on need. Professional Learning Communities (PLC) meet on the 3rd Wednesday of the month. 4th Wednesday is dedicated to department team meetings. Meetings involved looking at data and creating team strategies to increased academic achievement specific to grade levels and to help provide support and curriculum fluency within each subject matter. <p>O10: The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</p> <ul style="list-style-type: none"> • Per discussion with leadership and a review the school's website, MSA Bell has wide variety of information available, including but not limited to the following: Title IX information in accordance with SB1375, complaint procedures, and Suicide Prevention Policy. 	



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Areas Noted for Further Growth and/or Improvement

Corrective Action Required

None

Notes:

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***



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O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school complies with the District school's Health, Safety and Emergency Plan)
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens
- the school has a Visitor's policy and it's visible in the main office
- a Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 1.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 1.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 1.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 1.4) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3: 1.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 1.5 and B3A:4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 1.7 and B3A:4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> ("ESSA Grid") (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input type="checkbox"/> Certificate of Occupancy or equivalent (B3: 1.1) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.2) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.3) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:

- implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards
- obtained WASC accreditation **(high schools only)**
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements **(high schools only)**
- received UC/CSU approval of courses (UC Doorways) **(high schools only)**



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Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> Evidence of transitioning to CA NGSS (B3:) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) *new schools only <input type="checkbox"/> WASC documentation (B3: 3.4) <input type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<p><i>The school:</i></p> <ul style="list-style-type: none"> implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE disaggregates and analyzes data on a regular basis to address individual student needs implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification) has appointed a designee to assist and support foster youth 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3: 3.8) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3: 3.8) <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <input type="checkbox"/> School Internal Assessment Data Report, or equivalent <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input checked="" type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3: 3.9) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

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DATE OF VISIT: 2/6/2018**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6***The school has a system in place to ensure that the school:*

- provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- provides special education training for staff in accordance with requirements of the Modified Consent Decree
- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input checked="" type="checkbox"/> Other special education documentation (B3: 4.1) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input type="checkbox"/> Classroom observation (B3: 4.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

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Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input checked="" type="checkbox"/> Evidence of data monitoring (B3: 4.2) <input type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates
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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p><i>The school:</i></p> <ul style="list-style-type: none"> • has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)



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Performance	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3: 4.3) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- information is easily accessible to the public and school stakeholders
- complaint procedures**
- Title IX information in accordance with SB1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)**
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3:4.4) for: <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics



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	<ul style="list-style-type: none"> • Student Achievement Information
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O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3: 4.5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> form (“ESSA Grid”) (B3A: 1.1) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):



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5166 Magnolia Science Academy Bell BELL (PSC)	2014-15					2015-16					2016-17				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		2,976,603	2,634,277	2,421,557	2,421,557		2,342,008	1,444,125	2,027,680	2,029,820		1,144,147	985,990	925,839	925,839
Current Assets		3,219,260	3,083,285	3,000,601	2,992,891		3,016,911	3,027,112	3,108,339	3,134,582		3,008,552	2,971,596	3,404,463	3,404,463
Fixed and Other Assets		15,585	22,287	22,286	21,982		14,752	144,935	140,696	140,696		139,823	139,822	183,684	183,684
Total Assets		3,234,845	3,105,572	3,022,887	3,014,873		3,031,663	3,172,047	3,249,035	3,275,278		3,148,375	3,111,418	3,588,147	3,588,147
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		14,000	75,860	126,420	138,208		103,523	109,938	168,219	271,103		170,501	5,721	255,076	221,748
Long Term Liabilities		0	0	0	0		0	0	19,469	0		0	24,000	0	0
Total Liabilities		14,000	75,860	126,420	138,208		103,523	109,938	187,688	271,103		170,501	29,721	255,076	221,748
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		3,220,845	3,029,712	2,896,467	2,876,665		2,928,140	3,062,109	3,061,347	3,004,175		2,977,874	3,081,697	3,333,071	3,366,399
Total Revenues	4,839,361	4,501,534	4,535,443	4,536,057	4,608,156	4,865,998	5,260,421	5,329,916	5,435,676	5,547,825	5,343,651	5,449,113	5,561,847	5,543,087	5,693,611
Total Expenditures	4,444,217	4,147,165	4,393,189	4,527,048	4,618,949	4,801,391	5,228,748	5,144,472	5,250,994	5,420,315	5,207,010	5,475,413	5,450,998	5,180,863	5,331,387
Net Income / (Loss)	395,144	354,369	142,254	9,009	(10,793)	64,607	31,673	185,444	184,682	127,510	136,641	(26,301)	110,850	362,224	362,224
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	395,144	354,369	142,254	9,009	(10,793)	64,607	31,673	185,444	184,682	127,510	136,641	(26,301)	110,850	362,224	362,224
Net Assets, Beginning	2,633,327	2,866,476	2,866,476	2,866,476	2,887,458	3,029,712	2,896,467	2,896,466	2,896,467	2,876,665	3,062,109	3,061,347	3,061,347	3,061,347	3,004,175
Adj. for restatement / Prior Yr Adj	0	0	20,982	20,982	0	0	0	(19,801)	(19,802)	0	0	(57,172)	(90,500)	(90,500)	0
Net Assets, Beginning, Adjusted	2,633,327	2,866,476	2,887,458	2,887,458	2,887,458	3,029,712	2,896,467	2,876,665	2,876,665	2,876,665	3,062,109	3,004,175	2,970,847	2,970,847	3,004,175
Net Assets, End	3,028,471	3,220,845	3,029,712	2,896,467	2,876,665	3,094,319	2,928,140	3,062,109	3,061,347	3,004,175	3,198,750	2,977,874	3,081,697	3,333,071	3,366,399

5166 Magnolia Science Academy Bell BELL (PSC)	Audited Financials					2017-18				
	2013-14	2014-15	2015-16	2016-17	2017-18	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,439,272	2,421,557	2,029,820	925,839	0		1,322,185	0	0	0
Current Assets	3,026,294	2,992,891	3,134,582	3,404,463	0		3,329,626	0	0	0
Fixed and Other Assets	21,200	21,982	140,696	183,684	0		174,987	0	0	0
Total Assets	3,047,494	3,014,873	3,275,278	3,588,147	0		3,504,612	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	160,036	138,208	271,103	221,748	0		36,414	0	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	160,036	138,208	271,103	221,748	0		36,414	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Net Assets	2,887,458	2,876,665	3,004,175	3,366,399	0		3,468,198	0	0	0
Total Revenues	4,149,416	4,608,156	5,547,825	5,693,611	0	5,505,819	5,602,352	0	0	0
Total Expenditures	3,273,674	4,618,949	5,420,315	5,331,387	0	5,392,319	5,467,225	0	0	0
Net Income / (Loss)	875,742	(10,793)	127,510	362,224	0	113,500	135,127	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	875,742	(10,793)	127,510	362,224	0	113,500	135,127	0	0	0
Net Assets, Beginning	2,011,716	2,887,458	2,876,665	3,004,175	0	3,081,697	3,333,071	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	2,011,716	2,887,458	2,876,665	3,004,175	0	3,081,697	3,333,071	0	0	0
Net Assets, End	2,887,458	2,876,665	3,004,175	3,366,399	0	3,195,197	3,468,198	0	0	0



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	3
<p>Magnolia Science Academy Bell's (MSA Bell) fiscal condition is strong and has been upward trending since the 2014-2015 fiscal year. According to the 2016-2017 independent audit report, the school had positive net assets of \$3,366,399 and net income of \$362,224. The 2017-2018 First Interim projects positive net assets of \$3,501,526 and net income of \$135,127.</p> <p>According to the 2016-2017 independent audit report, Magnolia Science Academy Bell is one of 10 schools operated by Magnolia Educational & Research Foundation (MERF). MERF currently has five schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$21,478,410 and net income of \$616,950. MERF, without the charter schools, reported negative net assets of (\$766,778) and a net loss of (\$793,576), which was the result of a negative equity transfer of (\$768,450) to MERF and asset write-offs of (\$348,866) absorbed by MERF in light of the closure of MSA Santa Clara (a non-LAUSD authorized MERF school). MERF's 2016-2017 independent audit report (in Note 17), states: "On July 1, 2016, the Board of MERF voted to close MSA Santa Clara, and to transfer the June 30, 2016 operating deficit of (\$731,580) to MERF. MSA Santa Clara also had an additional loss during 2016-2017 in the amount of (\$36,870) for miscellaneous revenues repaid and expenses directly related to final settlement of MSA Santa Clara for a total deficit of (\$768,450)." MERF's 2016-2017 independent audit report also describes the absorption of MSA Santa Clara's remaining assets and liabilities assumed by MERF resulted as an extraordinary item that led to write-offs of accounts receivable and fixed assets in the amount of (\$348,866).</p> <p>According to MERF, in 2016-2017, MSA Bell paid annual management fees of \$1,052,849 to MERF for administrative services, such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 2/6/2018**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is strong.

	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (First Interim)
Net Assets	\$2,887,458	\$2,876,665	\$3,004,175	\$3,366,399	\$3,501,526
Net Income/Loss	\$875,742	(\$10,793)	\$127,510	\$362,224	\$135,127
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

2. March 2015 Settlement Agreement Status

On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when the District rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: "MERF agrees to be subject to fiscal oversight during fiscal year 2015-16 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF's fiscal operations." ***Please refer to Item 22 of the Notes section for further details.***

As part of the renewal process for Magnolia Science Academy 4 (MSA 4) and Magnolia Science Academy 5 (MSA 5), in November 2017, MERF provided the final management letter from FCMAT (dated August 25, 2017), and the first two management letters from the School Services of California (SSC) team (dated August 25, 2017, and October 16, 2017, respectively). MSA 4 was approved by the LAUSD Board of Education with fiscal benchmarks, including extended oversight by SSC. Based on the December 4, 2017 amended oversight service agreement between School Services and MERF, SSC's original scope of work for its oversight review was extended to cover the months of January 2018 through April 2018, with field work and management letters addressing SSC's review for these four months slated for completion by June 30, 2018. Based on the January 9, 2018 email confirmation between SSC and the Charter Schools Division (CSD), it was agreed that SSC's extended four-month review would cover a sample of financial transactions for MSA 4, 6, 7 and 8 (the current LAUSD-authorized MERF charter schools, with the exception of MSA 5). MSA 5's charter renewal was denied by the LAUSD Board of Education on November 7, 2017 (based on the school's academic performance), but was subsequently approved by the Los Angeles County Office of Education (LACOE).



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Based on the CSD's 2017-2018 oversight visit and review of a sample of check disbursements and credit card transactions, the CSD noted that MERF had made significant improvements in its accounting and fiscal practices (based on FCMAT's and SSC's recommendations), including its implementation of an enhanced, customized software system (i.e., COOLSIS). Benefits of MERF's improved system include: 1) MERF's Board-approved budgets are uploaded to the purchasing software and are now part of the purchasing and payment approval process; 2) Purchase requisitions, purchase orders, and purchase approvals are now managed within the COOLSIS system; and, 3) Vendor information and resource codes are now system-required before MERF sends any request for approval. Although the CSD did note discrepancies through its review of a sample of check disbursements and credit card transactions, these discrepancies occurred prior to MERF's implementation of its enhanced COOLSIS system (which commenced in approximately October 2017). The discrepancies in question are detailed in the "**Areas Noted for Further Growth and/or Improvement**" section below.

In summary, the CSD recognizes the progress made by MERF towards fulfilling the fiscal oversight requirements set forth in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor SSC's findings and recommendations for the prescribed four-month period spanning from January 2018 through April 2018. Furthermore, the CSD will continue to monitor MERF's compliance with fiscal oversight by SSC and MERF's progress in remedying the findings from SSC through oversight.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the Charter Schools Division requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the five MERF charter schools that are currently authorized by LAUSD. The Charter Schools Division reviews these financial documents and a sampling of checks and credit card transactions across these MERF charter schools, to assess overall compliance with MERF's Magnolia Public Schools Financial Policies and Procedures Manual (P's & P's). Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated in each charter school's Annual Performance-Based Oversight Visit Report, with the exception of the fiscal condition and/or the segregation of duties reviews, which are school-specific and reviewed separately for each MERF charter school.

1. Bank Reconciliation Reports

Page 1 of the CSH107 Bank Account Reconciliations provides guidance concerning bank account reconciliations.

The policy reads: "**Responsibilities:** Chief Financial Officer [CFO] or designee is responsible for review and approval of all reconciliations." "Bank Statement Preparation: After receipt of the monthly bank statement and/or online printing of the monthly bank statement, Back-office accountant should prepare the monthly bank reconciliation by the 20th of the following month."

Based on the CSD's review of the bank statements and bank reconciliation reports for the months of July 2017 through December 2017, it was noted that the bank reconciliation reports showed no evidence of reviews or approvals by MERF's CFO or designee.



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Further, the preparation and review/approval dates of the bank reconciliation reports were also omitted, hence, the CSD's assessment regarding the school's timely preparation/review of the reports could not be determined. In addition, the CSD noted that FCMAT, per its August 25, 2017 management letter, made a recommendation related to "Bank Statements and Reconciliations," which states: "Include the signatures of the individual who prepared the bank statement reconciliation and the individual who reviewed/approved it, and the respective dates of same, on the reconciliation documents."

As a result of the above observation, MERF's CFO advised the CSD that MERF's Senior Financial Analyst reviews the monthly bank reconciliation reports via email. Further, effective immediately and moving forward, MERF declared that it would implement a means of documenting the signatures of the bank reconciliation report reviewers and the report review dates.

2. Credit Cards

Page 2 of the CSH111 CREDIT CARDS AND DEBIT CARDS section states: "It is the policy of the Organization to provide credit cards to authorized members of the Organization staff in the performance of their duties and responsibilities."

Based on the CSD's review of a sample credit card statements and supporting documentation, the CSD noted that the credit card accounts for three of the five LAUSD-authorized Magnolia charter schools (i.e., MSA 4, 7 and 8), were all assigned to the former MERF CFO (who left the organization in November 2016). However, these accounts remained active until February 5, 2018. The CSD also noted that some of the aforementioned former MERF CFO's credit card accounts continued to incur charges and/or delinquent fees. In addition, the former MERF CFO's credit card account with MSA 8 incurred fraudulent charges in August 2017. MERF confirmed that refunds of all fraudulent charges had been received by MERF as of the date of this report, and, as of February 5, 2018, all credit card accounts under the former CFO's name had officially been closed.

The CSD recommends that the school and MERF ensure that all credit card transactions are monitored and reviewed timely. Further, in the event that the credit card holder is no longer working for the organization, the CSD recommends that MERF ensure that any automatic payments are stopped, all credit card balances are paid in full, and all credit card accounts associated with former members of the organization are closed immediately, to prevent potential fraudulent transactions, late fees, and/or finance charges to these credit cards.

The CSD will continue to monitor these issues through oversight.

3. Automated Clearing House (ACH)/Recurring Automatic Payments

Based on the CSD's review of a sample bank statements and supporting documentation, it was noted that two ACH transactions for Ready Refresh, listed below, included late fees in the amount of \$10, pertaining to invoices for the months of February 2017 and March 2017 for MSA 4 and MSA 6. The table below also illustrates the ACH transactions by MERF for recurring automatic payments. However, MERF's Magnolia Public Schools Financial Policies and Procedures Manual makes no reference to ACH and recurring automatic payment processes.



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The CSD recommends that MERF update its P's & P's to provide guidance in this area, including clarification regarding permissible recurring payments, and delineate the approval and review processes pertaining to ACH transactions and recurring automatic payments.

Date	Vendor	Check Number	Description	Check Amount	School
4/3/2017	Ready Refresh	DB040317-1	DB040317-1; Ready Refresh	\$ 1,023.23	MSA 4
4/5/2017	Ready Refresh	DB040517	DB040517; Ready Refresh	\$ 439.69	MSA 6
9/25/2017	Arc Inc.	82720	ASES Grant October 2017	\$ 30,000.00	MSA 8

Other Observations:

1. During the 2017-2018 fiscal oversight process, the CSD noted instances whereby MERF did not respond or provide documentation/information pertaining to the CSD's requests within the CSD's stated deadlines. Education Code section 47604.3 requires that charters "promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from its chartering authority." Failure to timely respond to the CSD's requests or inquiries constitutes a violation of the terms of the charter with LAUSD, as well as applicable state law and, in this instance, may impact the school's 2018-2019 fiscal rating.

The CSD communicated with MERF's CFO (initially via telephone, and again, via email, on 3/14/2018), regarding MERF's need to improve the timeliness of its responses to the CSD. MERF's CFO indicated that she and the MERF team would work on meeting the CSD's deadlines so that timeliness would not continue to be an issue. The CSD will continue to monitor this issue through oversight.

Date	Email or Phone Correspondence (sent by the CSD staff)	Email Recipients	Email Copied to	Comments
02/16/18	CSD – sent an email requesting written responses from the CFO, due COB 02/23/18.	CFO	Senior Financial Analysts, FOA	
02/27/18	CSD - sent follow-up email with a new deadline of 03/01/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	The CSD sent a reminder for documentation not provided, that was originally due on 02/23/18.
03/01/18	CSD – sent email requesting a copy of MERF's 2016-2017 Audited Financial Report, due COB 03/02/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	



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03/05/18	CSD - sent email requesting a phone call with the CFO.	CFO, Senior Financial Analyst	Senior Financial Analysts, FOA	The CSD communicated the need for a phone call to clarify additional questions.
03/06/18	CSD – sent email, once again requesting a conference call with the CFO, and reminding MERF of previous request with a due date of COB 03/02/18.	Senior Financial Analyst	CFO, Senior Financial Analyst; EdTec	The CSD communicated a new timeline of 03-07-18 by 12:00 noon.
03/09/18	CSD – sent a follow-up email communicating the need to connect with the CFO to finalize oversight report.	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	On 03/09/18, the CSD received a voice message from the CFO following up on the prior request due on 03-07-18.

2. Based on the CSD’s review of a sample check disbursements, the CSD noted the instances listed in the table below, whereby the documentation provided did not contain itemized receipts for the related purchases, even though the reimbursements were supported by other documentation. The CSD recommends that, consistent with recommended industry practices (as referenced in the 2017 California Charter School Accounting and Best Practices Manual published by FCMAT), MERF update its fiscal policies and procedures to require original, detailed receipts for all purchases made via check disbursements or credit cards. In addition, the CSD noted that, per FCMAT’s August 25, 2017 management letter, FCMAT made the following recommendations related to “Accounts Payable,” which states: “1) Pay invoices timely and 2) Require itemized receipts for transactions.”

Date	Vendor	Check Number	Description	Check Amount	School
11/21/2016	Brad M.	52267	Reimb: El Pollo Loco Lunch for Staff	\$ 324.16	MSA 5
5/19/2017	Frances T. Cameron	82630	Reimb: Mileage & Dinner	\$ 172.41	MSA 8

3. Based on the CSD’s review of the MERF Board meeting minutes, and per confirmation received from the Sr. Financial Analyst of MERF, the CSD noted that the governing board meeting minutes provided by MERF did not evidence its receipt, review, and discussion of the CSD’s 2016-2017 Annual Performance-Based Oversight Visit reports (please refer to Item 14 in the Notes section below). The CSD recommends that, beginning in 2017-2018, MERF present and discuss the CSD’s Annual Performance-Based Oversight Reports with its governing board, and document said discussion regarding same. This is one of the required fiscal items in the CSD’s Annual Performance-Based Oversight Visit Preparation Guide, beginning in 2017-2018.

The recommended actions and/or the specific fiscal policies and procedures referenced in the “Other Observations” section of this report will be reviewed by the Charter Schools Division as part of the next oversight visit. The observed results may be factored into the school’s rating for next year.



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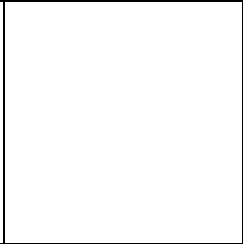
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Corrective Action Required:

The governing board and leadership team of the charter school are responsible for managing the day-to-day operations of the school. Thus, the CSD's recommendations concerning the above-noted findings and observations should be discussed at MERF's next board meeting, but, in any event, no later than 60 days following the school's receipt of this report. After the schools' next Board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD staff will continue to monitor these issues through oversight.





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1. Reviewed independent audit report for the fiscal year ended June 30, 2017 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2017 through December 2017. Selected the months of July 2017 through December 2017 for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. Citi Bank – 5041 MSA Bell (Checking)
 - b. Citi Bank – 6769 MSA 4 (Checking)
 - c. Citi Bank – 6694 MSA 5 (Checking)
 - d. Citi Bank – 6121 MSA 6 (Checking)
 - e. Citi Bank – 2703 MSA 7 (Checking)
3. Reviewed credit card statements from May 2017 through October 2017 for all the credit card accounts below (except for the statements related to the accounts in the name of the former CFO as specified below). Selected the months of January 2017 through October 2017, where applicable, for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. American Express, credit card ending in 1003 (Former CFO – MSA 4) - January 2017 through July 2017
 - b. American Express, credit card ending in 1004 (CFO – MSA 4)
 - c. American Express, credit card ending in 1002 (CFO – MSA 5)
 - d. American Express, credit card ending in 1000 (CFO – MSA 6)
 - e. American Express, credit card ending in 1005 (Former CFO – MSA 7) - January 2017 through October 2017
 - f. American Express, credit card ending in 1007 (CFO – MSA 7)
 - g. American Express, credit card ending in 1000 (Former CFO – MSA 8) - January 2017 through May 2017, and August 2017 through October 2017
 - h. American Express, credit card ending in 1006 (CFO – MSA 8)
4. Reviewed the following 39 checks/debit transactions. Discrepancies were noted for further growth and/or improvement above.
 - a. Check numbers: 42338, 62329, 52267, 52273, DB120916, 42357, 82525, 52290, 72610, 82535, 42385, 82554, 82571, 62400, 82585, 52328, DB040317-1, 72722, 52346, 72741, 82630, 42454, 62472, 42467, 72780, 62471, 82663, 72801, 72803, 62496, DB062817, 42499, 52421, 82720, 52445, 42548, 82752, DB111417 and 82755.
5. Per the 2016-2017 audit report, the school's cash and cash equivalents is \$925,839, and total expenditures equal \$5,331,387. Therefore, the school's cash reserve level is 17.4%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. Segregation of Duties (SOD) reviews were conducted at MSA Bell and MSA 6. No discrepancies were noted.
8. MSA Bell did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2017-2018 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.



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12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were **not** provided. See the CSD's recommendation in the "Other Observations" section above.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report and resolution of any audit findings, including material weaknesses, or deficiencies were provided.
17. Evidence of MSA Bell offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2017-2018 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2016-2017 audited and unaudited actuals nearly mirror each other.
22. March 2015 Settlement Agreement (further details related to Item 2 in the **Areas of Demonstrated Strength and/or Progress** section above):

Pursuant to the March 2015 Settlement Agreement, MERF entered a study agreement with FCMAT to review a sample of financial transactions for all eight Magnolia schools then-authorized by LAUSD, for the 12-month period spanning from July 2015 through June 2016. Given the significant delays by MERF, FCMAT was unable to perform its obligations, and documented such to MERF and LAUSD in its management letters issued during 2015-2016. On August 3, 2016, FCMAT entered into an Amended Study Agreement with MERF (at MERF's request). The Amended Study Agreement's scope of work was truncated to include a review of July 2015 (for all eight Magnolia schools then-authorized by LAUSD), followed by reviews consisting of a sampling of financial transactions and reports for August 2015, May 2016 and June 2016 (for MSA 6, MSA 7, and MSA 8 only).

Due to MERF's failure to timely respond to FCMAT's document requests and other significant reasons stated in the findings of fact in support of denial of the renewal charter petition, the LAUSD Board of Education approved the CSD's denial recommendations for MSA 1, MSA 2, and MSA 3 on October 18, 2016. MSA 1, 2 and 3 were subsequently approved by LACOE.

In response to the CSD's request pertaining to MERF in March 2017, FCMAT indicated that it was unable to move forward with a study agreement for the review and testing of MERF schools' 2016-2017 financial transactions. As such, the CSD subsequently concurred (on May 15, 2017) with the proposal that School Services of California be contracted by MERF to continue the fiscal oversight started by FCMAT.

See the current status on MERF's compliance with the March 2015 Settlement Agreement under Item 2 in the **Areas of Demonstrated Strength and/or Progress** section above.



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Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

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Fiscal Operations Rubrics

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other. 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other.



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.

An existing school would be assessed as Unsatisfactory based on the statements below:

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. All vendors and staff are paid in a timely manner;
3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;
4. Governing board adopts the annual budget;
5. The EPA allocation and expenditures are posted on the charter school's website;
6. The LCAP is submitted to the appropriate agencies;
7. Have an audit conducted annually by an independent auditing firm;
8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and
9. There is no apparent conflict of interest.

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The cash balance at the beginning of the school year is positive;
2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;



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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school’s budget; and 9. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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DATE OF VISIT: 2/6/2018

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The EPA allocation and expenditures are posted on the charter school's website, if applicable. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

Cover Sheet

Accountability Department Glows, Grows and Priorities

Section: III. Discussion Items
Item: B. Accountability Department Glows, Grows and Priorities
Purpose: Discuss
Submitted by:
Related Material: III B MPS GGP Accountability Dept.pdf



ACCOUNTABILITY DEPARTMENT

**Presented by David Yilmaz,
*Chief Accountability Officer***



GLOWS

SUPPORT (INTERDEPARTMENTAL & TO SCHOOLS)

- Data & SIS Manager (Ishmail Ozkay), Executive Office Manager (Lydiett Vega)
- Academic: Data, assessment cycle, SIS, course offerings, academic policy compliance, handbooks, plans (LCAP, SPSA, WASC, school wellness, etc.) OCD: Enrollment/lottery process and monitoring, charter renewal, grant applications, stakeholder surveys HR: Evaluation systems, policies (pay scale, tuition reimbursement, etc.) Operations/Finance: Reports (audits, meals, etc.)
- We provide direct support & training to principals, deans of academics/students, college counselors, office managers, and all departments at the Home Office (data, policies, documents)

COMPLIANCE

- All schools have met state and authorizer report and project deadlines. Provided monthly/weekly project breakdowns; supported schools for annual oversight visits
- Collaborated with the finance department in responding to auditors' requests; MPS' first Federal Meals Program Audit was successful

EVALUATION SYSTEMS

- Evaluation systems for teachers, school leaders, and general staff, including Home Office staff, have been developed that include stakeholder survey responses and student performance data
- We set up an online platform for observations/evaluations: TeachBoost

DATA SYSTEMS

- Transition to Illuminate School Information System: Master system is currently being configured for a successful start-up; ongoing data migration is underway. Trainings conducted for office managers, lead teachers, and deans



GROWS

DATA SYSTEMS

- Continue to work on data validation in Illuminate School Information System and extend parent access to the system
- Additional training/support is needed on Illuminate enrollment procedures and student record maintenance
- Teachers need training on creating assessments in Illuminate
- Need for an internal dashboard to track school's progress towards LCAP targets

GRADING SYSTEM

- Teachers are currently using points based grading. We would like to explore the Standards Based Grading (SBG) system.

LUNCH

- We have had to change our meal vendor mid-year; it has been a challenging year for office staff. Need for a smoother meal program (management and reimbursement)

COMPLIANCE

- We need a support person for compliance related projects; a few of our schools needed direct intervention this year



PRIORITIES

DATA SYSTEMS

- Making sure all data in Illuminate is accurate and that schools are ready for full implementation in 2018-19; Master course schedules will be built in Illuminate; Office staff will be prepared for June 18 full transition
- Teachers will be provided Data and Assessment module training
- Deans/Principals will be trained in using Illuminate reports for better tracking and use of their interim data (IAB, ICA, MAP, grades, etc.)
- Designing an internal dashboard to track each school's progress towards LCAP targets
- Support for Standards Based Grading (SBG) transition

COMPLIANCE / OPERATIONS

- Making sure current and new school administrators and office staff understand and follow up all compliance items (trainings and follow-up)
- Collaborating with our SFA to ensure a more smooth meal management program

STAFFING

- Hiring a support person for compliance related projects, including lunch management



Visits/Events that will require board participation

2018-19 WASC Visits (not scheduled yet)

- MSA-San Diego (self-study)
- MSA-4 (self-study)
- MSA-5 (initial visit)
- MSA-6 (mid-cycle visit)
- MSA-7 (mid-cycle visit)
- MSA-Bell (mid-cycle visit)

Renewals (not yet scheduled, but likely June through January)

- MSA-6 (capacity interview, hearing, decision, appeals)
- MSA-7 (capacity interview, hearing, decision, appeals)
- MSA-Santa Ana (capacity interview, hearing, decision, appeals)

Cover Sheet

Outreach & Communications Department Glows, Grows and Priorities

Section: III. Discussion Items
Item: C. Outreach & Communications Department Glows, Grows and Priorities
Purpose: Discuss
Submitted by:
Related Material: III C Outreach & Communication Dept GGP.pdf



OUTREACH & COMMUNICATIONS DEPARTMENT

**Presented by Ismael Soto,
*Interim Chief External Officer***



GLOWS

ENROLLMENT

- The OCD along with our Parent and Community Engagement (PACE) program Associates led efforts in mobilizing parents during the renewal process for MSA 4 and 5's LAUSD and/or LACOE charter renewal
- Partnership with the Southern California News Group and Staples Print and Marketing for all MSA marketing efforts that support the INDIVIDUALIZED APPROACH the OCD developed in August of 2017
- Magnolia Public Schools mobile app

FUNDING

- To date, grants awarded for 2017-18 total \$203,650

MEDIA

- Worked closely with Larson Communications on proactive communications which drove negative and hostile press down
- Positive Media Coverage from KTLA channel 5, Univision channel 34, and KPCC 89.3



GROWS

ENROLLMENT

- Pre-enrollment and enrollment process
- No formalized and uniform intake form at MPS
- The MPS and MSA websites are over populated with outdated content
- We need to improve the way we track and communicate with MSA parents
- Parent and Community Engagement priority at Magnolia school sites

FUNDING

- Efficient grant writing structure
- Development and Grant Writing tracking system

MEDIA

- Increase our Social Media presence
- A steady stream of story ideas
- Access to MSA school site stories



PRIORITIES

ENROLLMENT

- Enrollment Process at MPS: Launch a more effective Online Electronic Enrollment platform that integrates with our new Magnolia Student Information System (SIS) platform Illuminate
- Collaborate with the Accountability team at the MPS home office to create an intake process when parents inquire about our schools
- Organize the MPS and MSA websites to be more concise and accurate
- Put together a more efficient way to track and communicate with MSA parents (ex. Messaging App, new MPS App, School Cell Phones for PACE Associates)
- Build a sustainable long-term plan to secure Parent and Community Engagement Associates at our Magnolia school sites, beginning with those approaching renewal dates

FUNDING

- Develop a plan to aid in the pursuit of large scale state and federal grants. Part of the plan will include working closely with EdTec grant writing services and Grant Writing consultants to identify and increase the number of grants we are awarded
- Create a Development and Grant Writing accountability and tracking system

MEDIA

- Increase our Social Media presence with a focus on enrollment via Twitter and Facebook
- Developing dynamic original content and effectively tapping in to school sites to get a steady stream of story ideas

Cover Sheet

2017-18 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP

Section: III. Discussion Items
Item: D. 2017-18 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP
Purpose: Discuss
Submitted by:
Related Material:
III D 2017-18 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP.pdf



Board Agenda Item #	III D- Discussion Item
Date:	April 12, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	2017-18 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP

Proposed Board Recommendation

Information/Discussion Item

Background

MPS annually conducts student, parent, and staff surveys to improve our stakeholders' school experience. Conducting such stakeholder surveys is an essential part of MPS' LCAP development process. State priority 6 under LCFF asks the schools to set annual measurable outcomes about school climate:

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

MPS uses the *Panorama Education* online platform to conduct stakeholder surveys and analyze results. Our students and staff complete the survey online while parents have access to both online and paper surveys, in English and Spanish.

The survey questions were developed by WestEd for the California Department of Education and are used by the CORE Districts. The CORE Districts are situated in Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco and Santa Ana. Using the same survey enables MPS to compare its results with the average results of the CORE Districts.

Our typical timeline for stakeholder survey implementation is January through mid February, with the intent to receive results by the end of February so that we can analyze the results in March to inform our LCAP and budget development. The survey questions use Likert-type scale to measure school experience in eight topics for students (Topics 1-8) and four topics for

parents and staff (Topics 1-4). Each topic has multiple questions that allow us to further analyze why a certain topic is rated relatively high or low. Following are the topics:

Topic 1: Climate of Support for Academic Learning									
Topic 2: Knowledge and Fairness of Discipline, Rules and Norms									
Topic 3: Safety									
Topic 4: Sense of Belonging (School Connectedness)									
Topic 5: Growth Mindset									
Topic 6: Self-Efficacy									
Topic 7: Self-Management									
Topic 8: Social Awareness									

In addition to the CORE Districts survey questions, MPS also asks our stakeholders an overall school experience question to measure stakeholders’ overall satisfaction with the school.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**
- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

To further engage our stakeholders in the evaluation of their experience MPS also asks three open-ended free-response questions:

- 1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?
- 2) WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?
- 3) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

School leadership teams and the Home Office read all free-responses, summarize major findings and recommendations by the stakeholders, and consider all the feedback to create action steps for school improvement. The c-team reviews the findings with each school principal one on one. Principals are then held accountable for sharing the survey results and findings with their stakeholders at their site (admin team, teachers, parents, etc.) and developing an action plan for improvement. Principals are also asked to fill out a reflection form to be shared with the board and the community engagement committee. Please see the **attachment** for each school’s survey reflection form. The above process is a general overview of how schools review stakeholders’ feedback.

Stakeholder Surveys: Why Are They Important?

Student, Parent, and Staff Voices

Research into school effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve stakeholders' school experience. Surveys have been the primary means of collecting student, parent, and staff voices about our stakeholders' school experience. MPS uses an online platform to provide students, parents, 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. MPS believes that students, parents, and staff have an essential role to play in informing school climate and effectiveness: this feedback instrument provides our employees with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Following are sample survey questions that MPS uses to hear student, parent, and staff voices.

Student Survey Sample Questions:

Besides many other aspects of their experience with the school, students are also asked their opinions about the support they get from the adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks students about the support they get.

How strongly do you agree or disagree with the following items?

- Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.
- This school promotes academic success for all students.
- This school is a supportive and inviting place for students to learn.
- I feel close to people at this school.
- I am happy to be at this school.
- I feel like I am part of this school.
- I feel safe in my school.
- Adults at this school treat all students with respect.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**

Parent Survey Sample Questions:

Besides many other aspects of their experience with the school, parents are also asked their opinions about the support they get from the adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks parents about their experience.

How strongly do you agree or disagree with the following statements about your experience with this school this year?

- This school provides high quality instruction to my child.

- This school has high expectations for all students.
- I feel welcome to participate at this school.
- School staff treats me with respect.
- School staff takes my concerns seriously.
- School staff welcomes my suggestions.
- School staff responds to my needs in a timely manner.
- School staff is helpful.
- My child's background (race, ethnicity, religion, economic status) is valued at this school.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other parents.**

Staff Survey Sample Questions:

Besides many other aspects of their experience with the school, staff are also asked their opinions about the support they get from other adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks staff about their experience.

Please rate how strongly you agree or disagree with following statements about this school.

- This school is a supportive and inviting place for students to learn.
- This school promotes academic success for all students.
- This school emphasizes helping students academically when they need it.
- ...

Please respond to the following questions about the adults in this school.

- How many adults at this school have close professional relationships with one another?
- How many adults at this school support and treat each other with respect?
- How many adults at this school feel a responsibility to improve this school?

For the following questions, please indicate how much you agree or disagree with following statements about this school.

- This school is a supportive and inviting place for staff to work.
- This school promotes trust and collegiality among staff.
- This school promotes personnel participation in decision-making that affects school practices and policies.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other educators.**

Using Student, Parent, and Staff Voices as a Measure of Employee Evaluation

Student, parent, and staff surveys provide valuable feedback to the employee about stakeholders' perceptions on employees' effectiveness. MPS makes every effort to reach out to our students, parents, and staff to ensure a high response rate on the surveys. MPS has designed its surveys so that they provide individualized feedback about a variety of topics, as well as stakeholders' overall school satisfaction. MPS will use both individualized and general feedback to provide constructive critical feedback to the employees. Employees can use this feedback to improve their effectiveness.

As Core Value Area 9 states, the employee "works positively as part of the organization, follows lines of communication, and understands contribution to total effort; exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal" and "maintains positive relationships and works collaboratively with colleagues, teachers, students, families, and community resources to support the success of the organization." Collaboration linked to shared goals focused on student achievement lead to higher levels of adult commitment and greater gains in student achievement. MPS values collective commitment and collaboration for shared goals; therefore, MPS will use the average approval rates on the student, parent, and staff surveys as a metric in employee evaluation.

MPS will use the survey average approval rates as a metric that represents stakeholder voices. MPS will base 15 percent of employee's end-of-year overall evaluation on student, parent, and staff surveys. Student, parent, and staff voices will share equal weights of 5 percent. The following table shows how average approval rates will be converted to points on the end-of-year overall evaluation. MPS will use both status (percent for current year) and change (percent change from prior year) in determining the final points for student, parent, and staff voices.

AVERAGE APPROVAL RATE		CHANGE (FROM PRIOR YEAR)				
		Declined Significantly by 10% or more	Declined by 5% to less than 10%	Maintained Declined or improved by less than 5%	Increased by 5% to less than 10%	Increased Significantly by 10% or more
STATUS (CURRENT YEAR)	Very High 85% or greater	4	4	5	5	5
	High 70% to less than 85%	3	4	4	4	5
	Medium 60% to less than 70%	2	3	3	4	4
	Low 50% to less than 60%	2	2	2	3	3
	Very Low Less than 50%	1	1	1	2	3

Example: A school with parent average approval rate of 75% in the current year and 63% in the prior year would earn its employees 5 points for parent voice on the end-of-year overall employee evaluation. Similarly, the same school with student average approval rates of 68% in the current year and 60% in the prior year would earn its employees 4 points for student voice. If staff average approval rate increased from 80% to 83% from the prior year, it would correspond to 4 points for staff voice. A total of 13 points (out of 15) would be used as the overall score for Student, Parent, and Staff Voices. *(For Home Office employees, overall MPS average approval rates will be used.)*

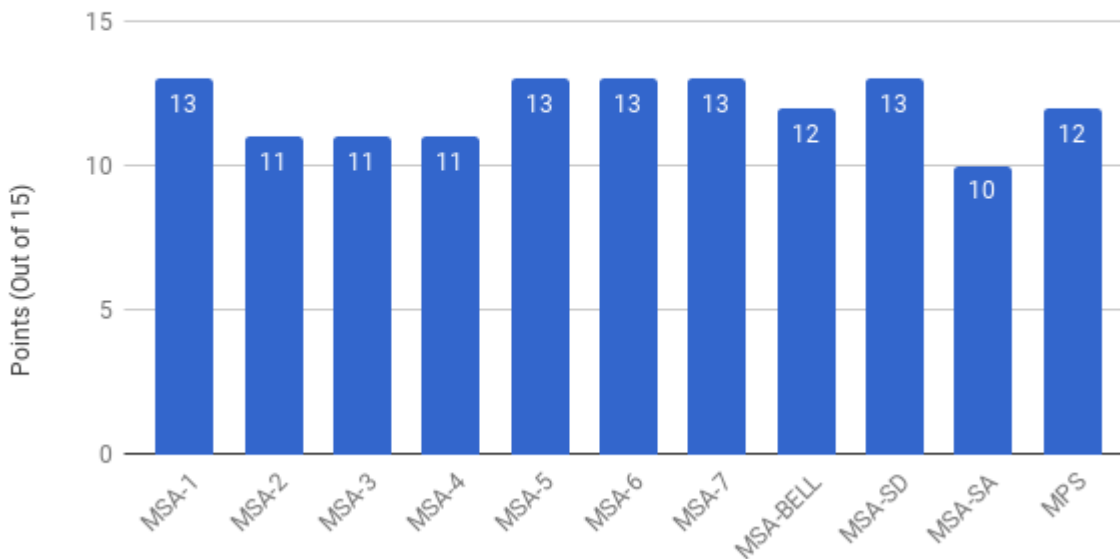
Employees are encouraged to check their school's targets for student, parent, and staff average approval rates in their Local Control and Accountability Plans (LCAP).

Using the table and the method described above, the following are the evaluation scores received by each MPS in 2017-18. **(Total points are out of 15.)**

AVERAGE APPROVAL Rates: 2017-18 vs. 2016-17													
	Student				Family				Staff				
	2016 -17	2017 -18	Chang e	Point s	2016 -17	2017 -18	Chang e	Point s	2016 -17	2017 -18	Chang e	Point s	TOTA L
MSA -1	63%	62%	-1%	3	94%	91%	-3%	5	87%	86%	-1%	5	13
MSA -2	58%	60%	2%	3	95%	91%	-4%	5	83%	73%	-10%	3	11
MSA -3	57%	59%	2%	2	87%	91%	4%	5	64%	72%	8%	4	11
MSA -4	65%	65%	0%	3	99%	98%	-1%	5	92%	80%	-12%	3	11
MSA -5	61%	64%	3%	3	94%	97%	3%	5	93%	93%	0%	5	13
MSA -6	66%	62%	-4%	3	97%	97%	0%	5	88%	95%	7%	5	13
MSA -7	67%	69%	2%	3	99%	98%	-1%	5	89%	92%	3%	5	13
MSA - BELL	69%	68%	-1%	3	95%	96%	1%	5	84%	78%	-6%	4	12
MSA -SD	67%	66%	-1%	3	96%	92%	-4%	5	72%	84%	12%	5	13
MSA -SA	65%	61%	-4%	3	90%	88%	-2%	5	79%	64%	-15%	2	10

MPS	64%	64%	0%	3	94%	93%	-1%	5	81%	79%	-2%	4	12

2017-18 Evaluation Points Based on the Stakeholder Survey Results



Stakeholder Surveys: Participation Rates

In 2017-18, MPS had an average stakeholder participation rate of **92.4%** for students, **85.5%** for families, and **95.5%** for staff.

Stakeholder Survey Results - Participation Rates									
The Participation Rates Were Last Updated on 3/5/18.									
2017-18 Survey Participation Rates									
	Students			Families			Staff		
MSA-1	93.2%	507	544	94.8%	416	439	97.6%	40	41
MSA-2	88.9%	408	459	109.1%	407	373	94.7%	36	38
MSA-3	86.3%	397	460	90.7%	343	378	100.0%	37	37
MSA-4	97.8%	175	179	28.4%	46	162	100.0%	22	22
MSA-5	96.7%	203	210	96.2%	179	186	100.0%	25	25
MSA-6	99.4%	154	155	84.2%	128	152	100.0%	15	15
MSA-7	98.7%	156	158	98.3%	235	239	90.0%	27	30
MSA-BELL	100.0%	485	485	105.1%	473	450	100.0%	37	37
MSA-SD	88.7%	361	407	51.9%	189	364	86.7%	26	30
MSA-SA	88.5%	477	539	70.7%	341	482	91.4%	53	58
AVERAGE	92.4%	3,323	3,596	85.5%	2,757	3,225	95.5%	318	333

As can be seen below, the majority of our schools met their LCAP survey participation rates:

Survey Participation Rates: 2017-18 vs. 2016-17															
	Students					Families					Staff				
	2016-17	2017-18	Change	LCAP T ₁	Met?	2016-17	2017-18	Change	LCAP T ₁	Met?	2016-17	2017-18	Change	LCAP T ₁	Met?
MSA-1	83.0%	93.2%	10.2%	85.0%	Yes	91.3%	94.8%	3.5%	55.0%	Yes	93.6%	97.6%	4.0%	85.0%	Yes
MSA-2	83.6%	88.9%	5.3%	85.0%	Yes	100.0%	109.1%	9.1%	55.0%	Yes	89.7%	94.7%	5.0%	85.0%	Yes
MSA-3	76.4%	86.3%	9.9%	85.0%	Yes	48.3%	90.7%	42.4%	55.0%	Yes	90.2%	100.0%	9.8%	85.0%	Yes
MSA-4	88.1%	97.8%	9.7%	70.0%	Yes	16.8%	28.4%	11.6%	50.0%	No	77.8%	100.0%	22.2%	80.0%	Yes
MSA-5	89.4%	96.7%	7.3%	85.0%	Yes	63.1%	96.2%	33.1%	55.0%	Yes	100.0%	100.0%	0.0%	85.0%	Yes
MSA-6	97.7%	99.4%	1.7%	98.0%	Yes	54.7%	84.2%	29.5%	65.0%	Yes	93.3%	100.0%	6.7%	95.0%	Yes
MSA-7	98.9%	98.7%	-0.2%	90.0%	Yes	67.1%	98.3%	31.2%	70.0%	Yes	94.4%	90.0%	-4.4%	85.0%	Yes
MSA-BELL	94.4%	100.0%	5.6%	85.0%	Yes	100.0%	105.1%	5.1%	90.0%	Yes	100.0%	100.0%	0.0%	85.0%	Yes
MSA-SD	93.6%	88.7%	-4.9%	85.0%	Yes	32.3%	51.9%	19.6%	55.0%	No	83.8%	86.7%	2.9%	85.0%	Yes
MSA-SA	90.3%	88.5%	-1.8%	90.0%	No	80.2%	70.7%	-9.5%	85.0%	No	73.6%	91.4%	17.8%	90.0%	Yes
AVERAGE	88.2%	92.4%	4.2%			72.0%	85.5%	13.5%			88.4%	95.5%	7.1%		

The following tables show the **AVERAGE APPROVAL** rates based on our stakeholders' responses to all questions: (63% for students; 93% for parents; 79% for staff)

STUDENTS:

	AVERAGE
MSA-1	62%
MSA-2	60%
MSA-3	59%
MSA-4	65%
MSA-5	64%
MSA-6	62%
MSA-BELL	68%
MSA-SD	66%
MSA-SA	57%
AVERAGE	63%

PARENTS:

	AVERAGE
MSA-1	91%
MSA-2	91%
MSA-3	91%
MSA-4	98%
MSA-5	97%
MSA-6	97%
MSA-7	98%
MSA-BELL	96%
MSA-SD	92%
MSA-SA	88%
AVERAGE	93%

STAFF:

	AVERAGE
MSA-1	86%

MSA-2	73%
MSA-3	72%
MSA-4	80%
MSA-5	93%
MSA-6	95%
MSA-7	92%
MSA-BELL	78%
MSA-SD	84%
MSA-SA	64%
AVERAGE	79%

The following tables show the **OVERALL SATISFACTION** rates based on our stakeholders' responses to the **following questions** respectively. (**72%** for students; **93%** for parents; **81%** for staff)

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**
- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

STUDENTS:

	OVERALL
MSA-1	72%
MSA-2	72%
MSA-3	66%
MSA-4	78%
MSA-5	78%
MSA-6	77%
MSA-BELL	80%
MSA-SD	76%
MSA-SA	53%
AVERAGE	72%

PARENTS:

	OVERALL
MSA-1	95%
MSA-2	91%
MSA-3	87%
MSA-4	98%
MSA-5	98%
MSA-6	96%
MSA-7	99%
MSA-BELL	97%
MSA-SD	92%
MSA-SA	89%
AVERAGE	93%

STAFF:

	OVERALL
MSA-1	93%
MSA-2	83%
MSA-3	78%
MSA-4	89%
MSA-5	100%
MSA-6	100%
MSA-7	89%
MSA-BELL	75%
MSA-SD	88%
MSA-SA	51%
AVERAGE	81%

Stakeholder Surveys: Approval Ratings by Topic & Question

Please see the **attachments** for detailed reports on approval ratings by topic and question. For simplicity, we will include here the highest and lowest rated topics and questions.

ELEMENTARY STUDENTS:

Highest Rated Topic:

Topic 1: Climate of Support for Academic Learning (82%)

Highest Rated Questions: (85% and higher)

How much did you care about other people's feelings? (86%)

I was polite to adults and peers. (85%)

Does this school clearly tell students what would happen if they break school rules? (85%)

Lowest Rated Topics:

Topic 5: Growth Mindset (56%) (Students' perceptions of whether they have the potential to change those factors that are central to performance in school.)

Topic 3: Safety (59%)

Lowest Rated Questions: (50% and lower)

My intelligence is something that I can't change very much. (40%)

Do other kids at school spread mean rumors or lies about you? (43%)

Do other kids hit or push you at school when they are not just playing around? (43%)

I can master the hardest topics in my classes. (46%)

There are some things I am not capable of learning. (50%)

SECONDARY STUDENTS:

Highest Rated Topics:

Topic 1: Climate of Support for Academic Learning (70%)

Topic 7: Self-Management (70%)

Highest Rated Questions: (80% and higher)

I was polite to adults and peers. (86%)

I came to class prepared. (84%)

I remembered and followed directions. (80%)

Lowest Rated Topics:

Topic 6: Self-Efficacy (53%) (How much students believe they can succeed in achieving academic outcomes.)

Topic 4: Sense of Belonging (School Connectedness) (55%)

Lowest Rated Questions: (50% and lower)

Students treat teachers with respect. (37%)

I can master the hardest topics in my classes. (40%)

My intelligence is something that I can't change very much. (44%)

How clearly were you able to describe your feelings? (45%)

All students are treated fairly when they break school rules. (48%)

I can do well on all my tests, even when they're difficult. (49%)

To what extent were you able to disagree with others without starting an argument? (50%)

PARENTS:

Highest Rated Topic:

Topic 1: Climate of Support for Academic Learning (96%)

Highest Rated Question:

School staff treats me with respect. (96%)

Lowest Rated Topic:

Topic 3: Safety (91%)

Lowest Rated Questions: (90% or lower)

My child is safe in the neighborhood around the school. (88%)

At this school, discipline is fair. (88%)

STAFF:

Highest Rated Topic:

Topic 1: Climate of Support for Academic Learning (93%)

Highest Rated Question:

This school emphasizes helping students academically when they need it. (96%)

Lowest Rated Topic:

Topic 3: Safety (65%)

Lowest Rated Questions: (70% or lower)

How much of a problem at this school is disruptive student behavior? (39%)

How much of a problem at this school is lack of respect of staff by students? (54%) (12% drop from prior year)

How many adults at this school have close professional relationships with one another? (61%)

This school effectively handles student discipline and behavioral problems (62%)

How much of a problem at this school is harassment or bullying among students? (62%) (10% drop from prior year)

Stakeholder Surveys: Principal's Reflections

Please see the **attachments** to read each principal's reflection on the survey results and findings.

Budget Implications

N/A

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

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- Part 1 – 2017-18 MPS Detailed Survey Reports
- Part 2 – 2017-18 Survey Reflections (by each school principal)

< Summary (/magnolia/understand/1290139/summary?project_id=4896)



Spring 2018
Elementary Student Survey







All questions












Based on **342** responses






Click on any question to view more detailed results for that question.











Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION ➤ How much did you care about other people's feelings?	86% responded favorably	▲ 0 from Spring 2017	
QUESTION ➤ I was polite to adults and peers.	85% responded favorably	▲ 2 from Spring 2017	
QUESTION ➤ Does this school clearly tell students what would happen if they break school rules?	85% responded favorably	▲ 1 from Spring 2017	
QUESTION ➤ Do your teachers work hard to help you with your schoolwork when you need it?	84% responded favorably	▼ 5 from Spring 2017	
QUESTION ➤ Does this school help all students be successful in school?	83% responded favorably	▼ 4 from Spring 2017	
QUESTION ➤ Overall, I am satisfied and would recommend this school to other students.	83% responded favorably	▼ 4 from Spring 2017	
QUESTION ➤ Do teachers give students a chance to take part in classroom discussions or activities?	82% responded favorably	▲ 1 from Spring 2017	
QUESTION			Need Help?

QUESTION	<p>➤ Do teachers go out of their way to help students?</p>	<p>81% responded favorably</p>	<p>▲ 2 from Spring 2017</p>	
QUESTION	<p>➤ Do teachers and other grown-ups at school treat students with respect?</p>	<p>81% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
QUESTION	<p>➤ Do adults at school encourage you to work hard so you can be successful?</p>	<p>80% responded favorably</p>	<p>▲ 0 from Spring 2017</p>	
QUESTION	<p>➤ Do students know what the rules are?</p>	<p>79% responded favorably</p>	<p>▼ 7 from Spring 2017</p>	
QUESTION	<p>➤ Do teachers treat students fairly at school?</p>	<p>78% responded favorably</p>	<p>▼ 5 from Spring 2017</p>	
QUESTION	<p>➤ How carefully did you listen to other people's points of view?</p>	<p>77% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
QUESTION	<p>➤ Do you feel safe at school?</p>	<p>77% responded favorably</p>	<p>▼ 3 from Spring 2017</p>	
QUESTION	<p>➤ Are rules in this school made clear to students?</p>	<p>77% responded favorably</p>	<p>▼ 6 from Spring 2017</p>	
QUESTION	<p>➤ Are the school rules fair?</p>	<p>75% responded favorably</p>	<p>▼ 7 from Spring 2017</p>	
QUESTION	<p>➤ I remembered and followed directions.</p>	<p>75% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
QUESTION	<p>➤ Do students treat teachers with respect?</p>	<p>75% responded favorably</p>	<p>▲ 4 from Spring 2017</p>	
QUESTION				Need Help?

<p>QUESTION</p> <p>➤ I came to class prepared.</p>	<p>74% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ When others disagreed with you, how respectful were you of their views?</p>	<p>74% responded favorably</p>	<p>▲ 8 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Do students know how they are expected to act?</p>	<p>74% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ If I am not naturally smart in a subject, I will never do well in it.</p>	<p>74% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Do you feel like you are part of this school?</p>	<p>73% responded favorably</p>	<p>▼ 3 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I can earn an A in my classes.</p>	<p>73% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I kept my temper in check.</p>	<p>72% responded favorably</p>	<p>▲ 6 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ How well did you get along with students who are different from you?</p>	<p>72% responded favorably</p>	<p>▼ 3 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Are you happy to be at this school?</p>	<p>72% responded favorably</p>	<p>▼ 3 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Do other kids at this school ever tease you about the way you talk?</p>	<p>71% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ To what extent were you able to stand up for yourself without putting others down?</p>	<p>70% responded favorably</p>	<p>▲ 2 from Spring 2017</p>	
<p>QUESTION</p>	<p>Need Help?</p>		

QUESTION	<p>➤ I allowed others to speak without interruption.</p>	<p>66% responded favorably</p>	<p>▲ 3 from Spring 2017</p>	
QUESTION	<p>➤ Do you feel close to people at school?</p>	<p>66% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
QUESTION	<p>➤ How often did you compliment others' accomplishments?</p>	<p>65% responded favorably</p>	<p>▲ 3 from Spring 2017</p>	
QUESTION	<p>➤ Do other kids at this school ever tease you about what your body looks like?</p>	<p>64% responded favorably</p>	<p>▼ 8 from Spring 2017</p>	
QUESTION	<p>➤ Do other kids steal or damage your things, like your clothing or your books?</p>	<p>64% responded favorably</p>	<p>▲ 3 from Spring 2017</p>	
QUESTION	<p>➤ I worked independently with focus.</p>	<p>63% responded favorably</p>	<p>▼ 3 from Spring 2017</p>	
QUESTION	<p>➤ I can meet all the learning goals my teachers set.</p>	<p>62% responded favorably</p>	<p>▲ 0 from Spring 2017</p>	
QUESTION	<p>➤ How clearly were you able to describe your feelings?</p>	<p>61% responded favorably</p>	<p>▲ 3 from Spring 2017</p>	
QUESTION	<p>➤ Challenging myself won't make me any smarter.</p>	<p>61% responded favorably</p>	<p>▼ 5 from Spring 2017</p>	
QUESTION	<p>➤ I got my work done right away instead of waiting until the last minute.</p>	<p>60% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
QUESTION	<p>➤ I can do well on all my tests, even when they're difficult.</p>	<p>60% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
QUESTION				<p>Need Help?</p>

<p>QUESTION</p> <p>➤ I paid attention, even when there were distractions.</p>	<p>54% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I stayed calm even when others bothered or criticized me.</p>	<p>54% responded favorably</p>	<p>▼ 3 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ To what extent were you able to disagree with others without starting an argument?</p>	<p>53% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Are students treated fairly when they break school rules?</p>	<p>52% responded favorably</p>	<p>▼ 6 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Are you afraid of being beaten up at school?</p>	<p>51% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ There are some things I am not capable of learning.</p>	<p>50% responded favorably</p>	<p>▼ 6 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I can master the hardest topics in my classes.</p>	<p>46% responded favorably</p>	<p>▲ 4 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Do other kids hit or push you at school when they are not just playing around?</p>	<p>43% responded favorably</p>	<p>▼ 8 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Do other kids at school spread mean rumors or lies about you?</p>	<p>43% responded favorably</p>	<p>▼ 11 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ My intelligence is something that I can't change very much.</p>	<p>40% responded favorably</p>	<p>▲ 0 from Spring 2017</p>	

Need Help?

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Need Help?



MPS

Elementary Student Survey
Spring 2018



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
<p>Climate of Support for Academic Learning</p>	<p>82% ▼1 since last survey</p>	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
<p>Growth Mindset Student perceptions of whether they have the potential to change those factors that are central to their performance in school.</p>	<p>56% ▼3 since last survey</p>	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
<p>Knowledge and Fairness of Discipline, Rules and Norms</p>	<p>75% ▼3 since last survey</p>	<p>0th - 19th percentile compared to others in the CORE Districts dataset</p>
<p>OVERALL SCHOOL EXPERIENCE</p>	<p>83% ▼4 since last survey</p>	
<p>Safety</p>	<p>59% ▼4 since last survey</p>	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
<p>Self-Efficacy How much students believe they can succeed in achieving academic outcomes.</p>	<p>60% ▲1 since last survey</p>	<p>60th - 79th percentile compared to others in the CORE Districts dataset</p>
<p>Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.</p>	<p>67% ▲0 since last survey</p>	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
<p>Sense of Belonging (School Connectedness)</p>	<p>73% ▼3 since last survey</p>	<p>0th - 19th percentile compared to others in the CORE Districts dataset</p>



Social Awareness

How well students consider the perspectives of others and empathize with them.

70%



since last survey



60th - 79th percentile compared to others in the CORE Districts dataset

342 responses

Climate of Support for Academic Learning

Your average

82%

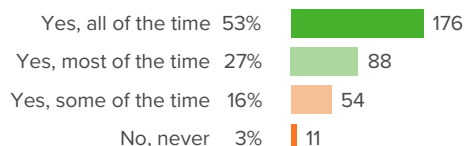
342 responses

Change

▼ **1**

How did people respond?

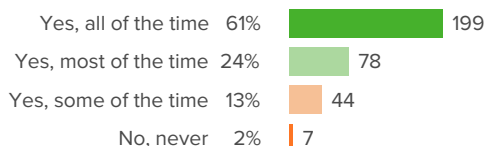
Q.1: Do adults at school encourage you to work hard so you can be successful?



▲ **0** from last survey

Favorable: **80%**

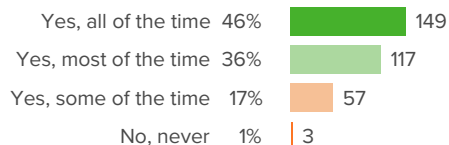
Q.2: Do your teachers work hard to help you with your schoolwork when you need it?



▼ **5** from last survey

Favorable: **84%**

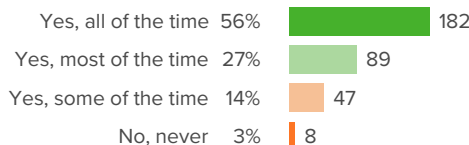
Q.3: Do teachers give students a chance to take part in classroom discussions or activities?



▲ **1** from last survey

Favorable: **82%**

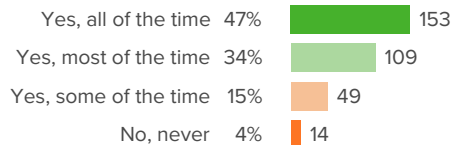
Q.4: Does this school help all students be successful in school?



▼ **4** from last survey

Favorable: **83%**

Q.5: Do teachers go out of their way to help students?



▲ **2** from last survey

Favorable: **81%**



Growth Mindset

Your average

56%

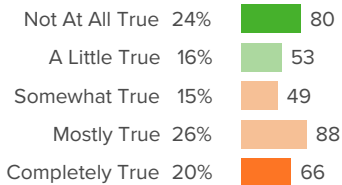
342 responses

Change

▼ **3**

How did people respond?

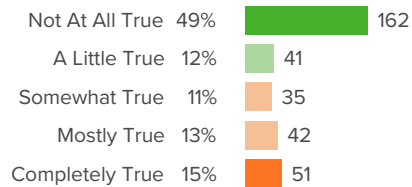
Q.1: My intelligence is something that I can't change very much.



▲ **0** from last survey

Favorable: **40%**

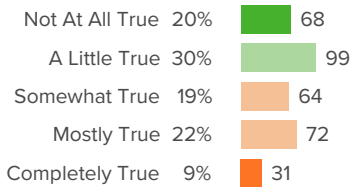
Q.2: Challenging myself won't make me any smarter.



▼ **5** from last survey

Favorable: **61%**

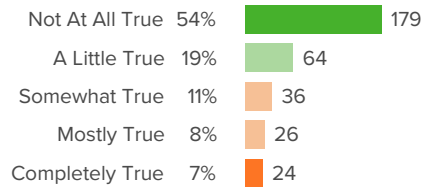
Q.3: There are some things I am not capable of learning.



▼ **6** from last survey

Favorable: **50%**

Q.4: If I am not naturally smart in a subject, I will never do well in it.



▼ **2** from last survey

Favorable: **74%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

75%

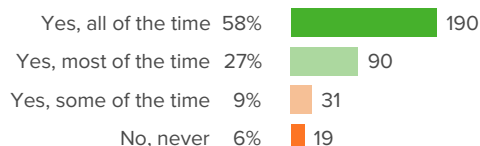
342 responses

Change

▼ **3**

How did people respond?

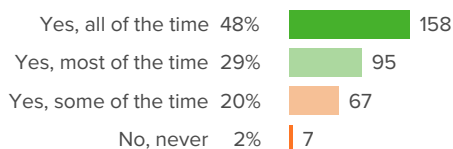
Q.1: Does this school clearly tell students what would happen if they break school rules?



▲ **1** from last survey

Favorable: **85%**

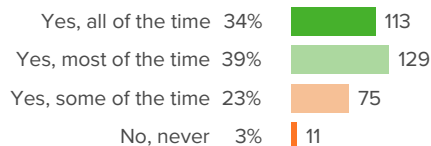
Q.2: Are rules in this school made clear to students?



▼ **6** from last survey

Favorable: **77%**

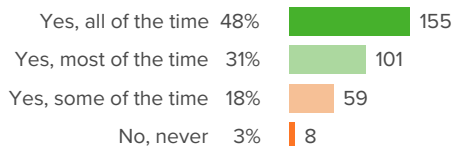
Q.3: Do students know how they are expected to act?



▲ **1** from last survey

Favorable: **74%**

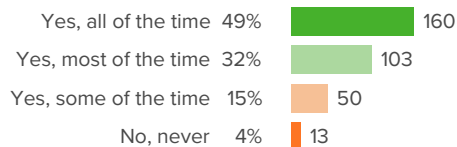
Q.4: Do students know what the rules are?



▼ **7** from last survey

Favorable: **79%**

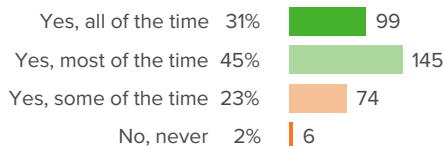
Q.5: Do teachers and other grown-ups at school treat students with respect?



▼ **2** from last survey

Favorable: **81%**

Q.6: Do students treat teachers with respect?

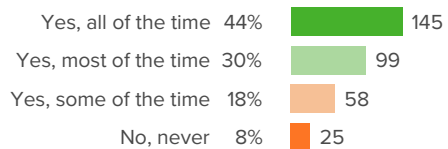


▲ **4** from last survey

Favorable: **75%**



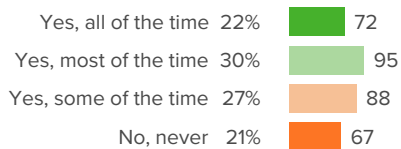
Q.7: Are the school rules fair?



▼ **7** from last survey

Favorable: **75%**

Q.8: Are students treated fairly when they break school rules?



▼ **6** from last survey

Favorable: **52%**



OVERALL SCHOOL EXPERIENCE

Your average

83%

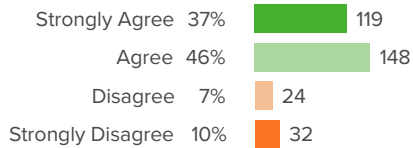
342 responses

Change

▼ **4**

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other students.



▼ **4** from last survey

Favorable: **83%**



Safety

Your average

59%

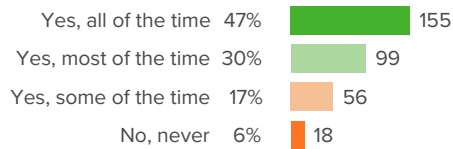
342 responses

Change

▼ **4**

How did people respond?

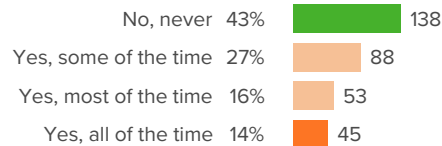
Q.1: Do you feel safe at school?



▼ **3** from last survey

Favorable: **77%**

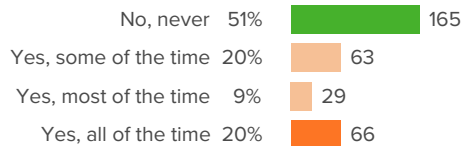
Q.2: Do other kids hit or push you at school when they are not just playing around?



▼ **8** from last survey

Favorable: **43%**

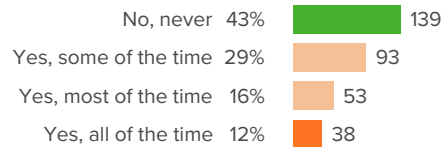
Q.3: Are you afraid of being beaten up at school?



▲ **1** from last survey

Favorable: **51%**

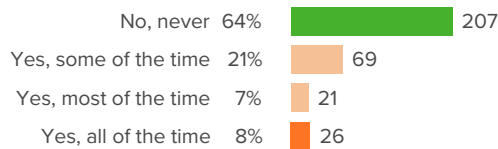
Q.4: Do other kids at school spread mean rumors or lies about you?



▼ **11** from last survey

Favorable: **43%**

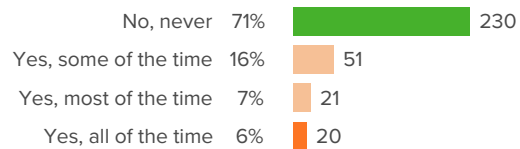
Q.5: Do other kids at this school ever tease you about what your body looks like?



▼ **8** from last survey

Favorable: **64%**

Q.6: Do other kids at this school ever tease you about the way you talk?

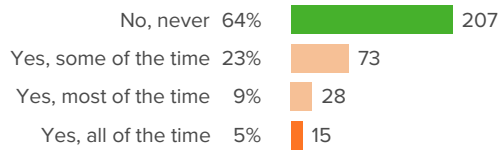


▼ **2** from last survey

Favorable: **71%**



Q.7: Do other kids steal or damage your things, like your clothing or your books?



▲ **3** from last survey

Favorable: **64%**



Self-Efficacy

Your average

60%

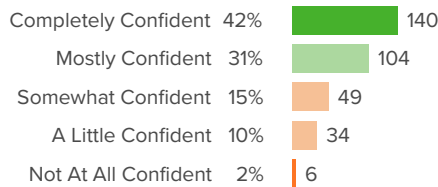
342 responses

Change

▲ 1

How did people respond?

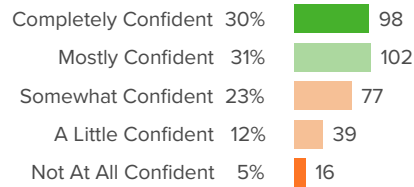
Q.1: I can earn an A in my classes.



▼ **1** from last survey

Favorable: **73%**

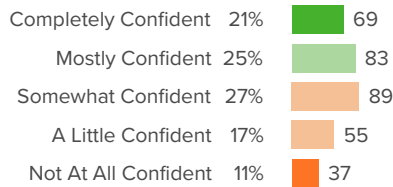
Q.2: I can do well on all my tests, even when they're difficult.



▲ **1** from last survey

Favorable: **60%**

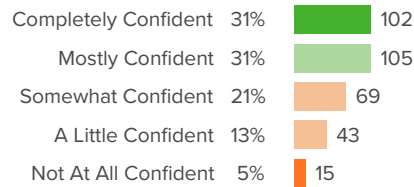
Q.3: I can master the hardest topics in my classes.



▲ **4** from last survey

Favorable: **46%**

Q.4: I can meet all the learning goals my teachers set.



▲ **0** from last survey

Favorable: **62%**



Self-Management

Your average

67%

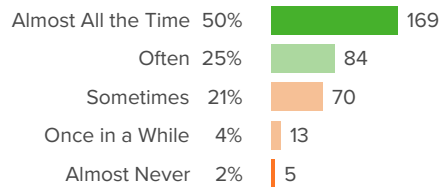
342 responses

Change

▲ 0

How did people respond?

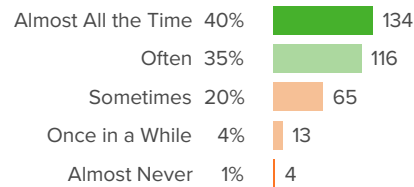
Q.1: I came to class prepared.



▼ 1 from last survey

Favorable: **74%**

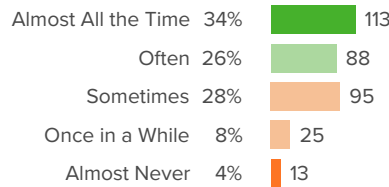
Q.2: I remembered and followed directions.



▲ 1 from last survey

Favorable: **75%**

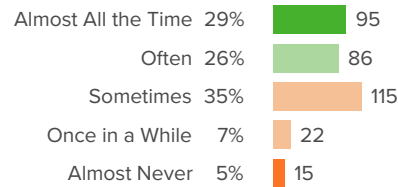
Q.3: I got my work done right away instead of waiting until the last minute.



▼ 2 from last survey

Favorable: **60%**

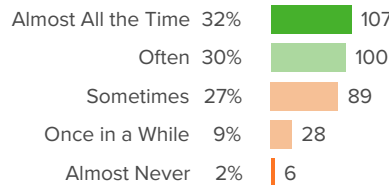
Q.4: I paid attention, even when there were distractions.



▼ 2 from last survey

Favorable: **54%**

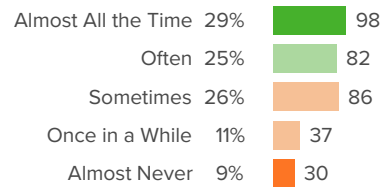
Q.5: I worked independently with focus.



▼ 3 from last survey

Favorable: **63%**

Q.6: I stayed calm even when others bothered or criticized me.

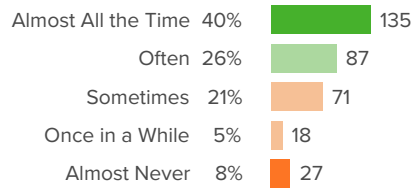


▼ 3 from last survey

Favorable: **54%**

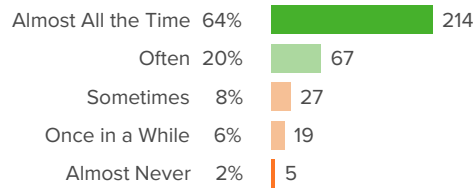


Q.7: I allowed others to speak without interruption.



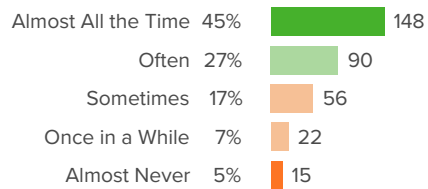
▲ **3** from last survey Favorable: **66%**

Q.8: I was polite to adults and peers.



▲ **2** from last survey Favorable: **85%**

Q.9: I kept my temper in check.



▲ **6** from last survey Favorable: **72%**



Sense of Belonging (School Connectedness)

Your average

73%

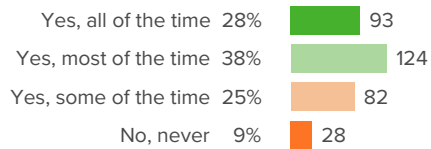
342 responses

Change

▼ **3**

How did people respond?

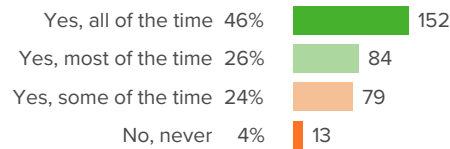
Q.1: Do you feel close to people at school?



▼ **2** from last survey

Favorable: **66%**

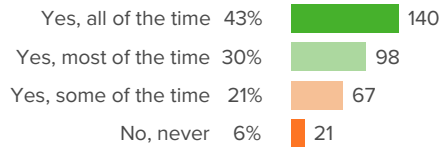
Q.2: Are you happy to be at this school?



▼ **3** from last survey

Favorable: **72%**

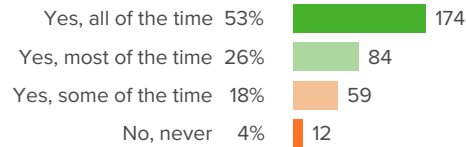
Q.3: Do you feel like you are part of this school?



▼ **3** from last survey

Favorable: **73%**

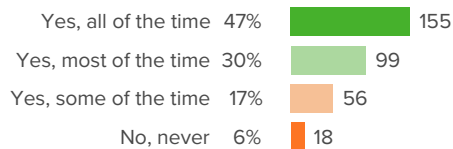
Q.4: Do teachers treat students fairly at school?



▼ **5** from last survey

Favorable: **78%**

Q.5: Do you feel safe at school?



▼ **3** from last survey

Favorable: **77%**



MPS

Spring 2018 Student Survey, Elementary Student Survey



Social Awareness

Your average

70%

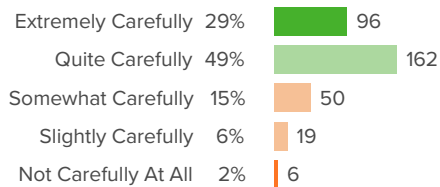
342 responses

Change

▲ 1

How did people respond?

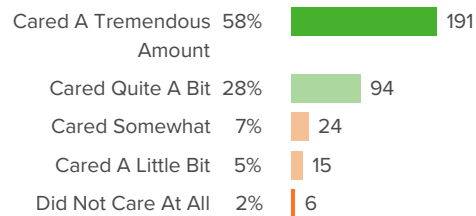
Q.1: How carefully did you listen to other people's points of view?



▼ 2 from last survey

Favorable: **77%**

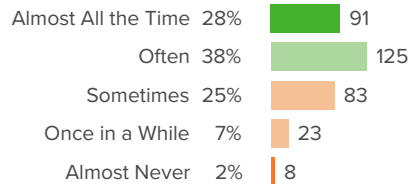
Q.2: How much did you care about other people's feelings?



▲ 0 from last survey

Favorable: **86%**

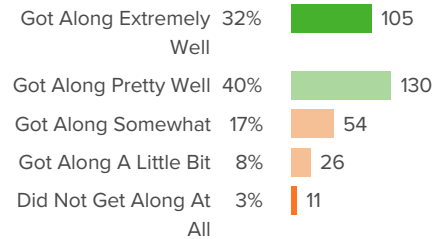
Q.3: How often did you compliment others' accomplishments?



▲ 3 from last survey

Favorable: **65%**

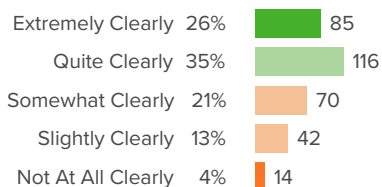
Q.4: How well did you get along with students who are different from you?



▼ 3 from last survey

Favorable: **72%**

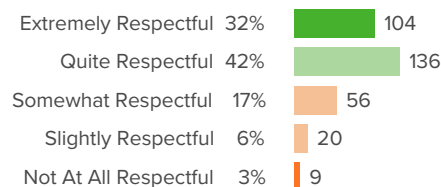
Q.5: How clearly were you able to describe your feelings?



▲ 3 from last survey

Favorable: **61%**

Q.6: When others disagreed with you, how respectful were you of their views?

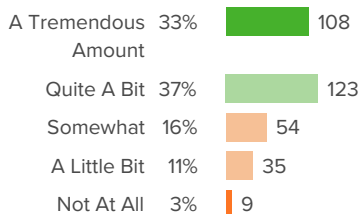


▲ 8 from last survey

Favorable: **74%**



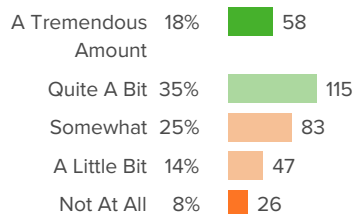
Q.7: To what extent were you able to stand up for yourself without putting others down?



▲ **2** from last survey

Favorable: **70%**

Q.8: To what extent were you able to disagree with others without starting an argument?



▼ **1** from last survey

Favorable: **53%**



Other questions

How did people respond? _____



MPS

Spring 2018 Student Survey, Elementary Student Survey



< Summary (/magnolia/understand/1290139/summary?project_id=4896)



Spring 2018
Secondary Student Survey











All questions












Based on **2,981** responses












Click on any question to view more detailed results for that question.











Sorted by Question score ▾ () Highest to lowest ▾ ()



QUESTION ➤ I was polite to adults and peers.	86% responded favorably	▲ 1 from Spring 2017	
QUESTION ➤ I came to class prepared.	84% responded favorably	▲ 0 from Spring 2017	
QUESTION ➤ I remembered and followed directions.	80% responded favorably	▲ 1 from Spring 2017	
QUESTION ➤ Been afraid of being beaten up?	78% responded favorably	▼ 2 from Spring 2017	
QUESTION ➤ Teachers give students a chance to take part in classroom discussions or activities.	75% responded favorably	▼ 2 from Spring 2017	
QUESTION ➤ How much did you care about other people's feelings?	75% responded favorably	▲ 1 from Spring 2017	
QUESTION ➤ This school clearly informs students what would happen if they break school rules.	74% responded favorably	▼ 1 from Spring 2017	
QUESTION			Need Help?

<p>QUESTION</p> <p>➤ I allowed others to speak without interruption.</p>	<p>73% responded favorably</p>	<p>▲ 0 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I kept my temper in check.</p>	<p>73% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ My teachers work hard to help me with my schoolwork when I need it.</p>	<p>72% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ How carefully did you listen to other people's points of view?</p>	<p>72% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ This school promotes academic success for all students.</p>	<p>72% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ How well did you get along with students who are different from you?</p>	<p>72% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Overall, I am satisfied and would recommend this school to other students.</p>	<p>72% responded favorably</p>	<p>▼ 3 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ If I am not naturally smart in a subject, I will never do well in it.</p>	<p>72% responded favorably</p>	<p>▲ 0 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ This school makes it clear how students are expected to act.</p>	<p>71% responded favorably</p>	<p>▼ 3 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</p>	<p>70% responded favorably</p>	<p>▲ 0 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Rules in this school are made clear to students.</p>	<p>69% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION</p>		<p>Need Help?</p>	

<p>QUESTION</p> <p>➤ Students know what the rules are.</p>	<p>69% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I can earn an A in my classes.</p>	<p>69% responded favorably</p>	<p>▲ 0 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ This school is a supportive and inviting place for students to learn.</p>	<p>68% responded favorably</p>	<p>▼ 3 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Students know how they are expected to act.</p>	<p>66% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I worked independently with focus.</p>	<p>66% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Had your property stolen, or deliberately damaged, such as your car, clothing, or books?</p>	<p>65% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Had sexual jokes, comments, or gestures made to you?</p>	<p>65% responded favorably</p>	<p>▲ 3 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Challenging myself won't make me any smarter.</p>	<p>65% responded favorably</p>	<p>▲ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ When others disagreed with you, how respectful were you of their views?</p>	<p>64% responded favorably</p>	<p>▲ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Teachers go out of their way to help students.</p>	<p>63% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I feel close to people at this school.</p>	<p>62% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p>		<p>Need Help?</p>	

<p>QUESTION</p> <p>➤ How often did you compliment others' accomplishments?</p>	<p>60% responded favorably</p>	<p>▲ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I got my work done right away instead of waiting until the last minute.</p>	<p>60% responded favorably</p>	<p>▲ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Adults at this school treat all students with respect.</p>	<p>59% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ To what extent were you able to stand up for yourself without putting others down?</p>	<p>59% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ There are some things I am not capable of learning.</p>	<p>57% responded favorably</p>	<p>▲ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ How safe do you feel when you are at school?</p>	<p>57% responded favorably</p>	<p>▼ 4 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I paid attention, even when there were distractions.</p>	<p>56% responded favorably</p>	<p>▲ 0 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I feel safe in my school.</p>	<p>56% responded favorably</p>	<p>▼ 4 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?</p>	<p>56% responded favorably</p>	<p>▲ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I can meet all the learning goals my teachers set.</p>	<p>55% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I stayed calm even when others bothered or criticized me.</p>	<p>54% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p>		<p>Need Help?</p>	

<p>QUESTION</p> <p>➤ The teachers at this school treat students fairly.</p>	<p>53% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I am happy to be at this school.</p>	<p>53% responded favorably</p>	<p>▼ 5 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ The school rules are fair.</p>	<p>53% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Been made fun of because of your looks or the way you talk?</p>	<p>53% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I feel like I am part of this school.</p>	<p>52% responded favorably</p>	<p>▼ 4 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ Had mean rumors or lies spread about you?</p>	<p>52% responded favorably</p>	<p>▲ 0 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ To what extent were you able to disagree with others without starting an argument?</p>	<p>50% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ I can do well on all my tests, even when they're difficult.</p>	<p>49% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ All students are treated fairly when they break school rules.</p>	<p>48% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ How clearly were you able to describe your feelings?</p>	<p>45% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ My intelligence is something that I can't change very much.</p>	<p>44% responded favorably</p>	<p>▲ 5 from Spring 2017</p>	
<p>QUESTION</p>	<p>Need Help?</p>		

<p>› I can master the hardest topics in my classes.</p>	<p>40% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION › Students treat teachers with respect.</p>	<p>37% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	

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MPS

Secondary Student Survey
Spring 2018



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	70% ▼2 since last survey	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
Growth Mindset Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	60% ▲2 since last survey	<p>40th - 59th percentile compared to others in the CORE Districts dataset</p>
Knowledge and Fairness of Discipline, Rules and Norms	61% ▼1 since last survey	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
OVERALL SCHOOL EXPERIENCE	72% ▼3 since last survey	
Safety	60% ▲0 since last survey	<p>0th - 19th percentile compared to others in the CORE Districts dataset</p>
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	53% ▲0 since last survey	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	70% ▲0 since last survey	<p>40th - 59th percentile compared to others in the CORE Districts dataset</p>
Sense of Belonging (School Connectedness)	55% ▼3 since last survey	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>



Social Awareness

How well students consider the perspectives of others and empathize with them.

62%

▲ 1

since last survey



20th - 39th percentile compared to others in the CORE Districts dataset

2,981 responses



Climate of Support for Academic Learning

Your average

70%

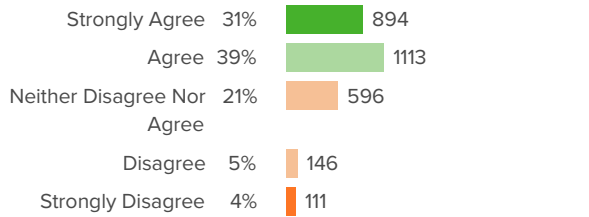
2,981 responses

Change

▼ **2**

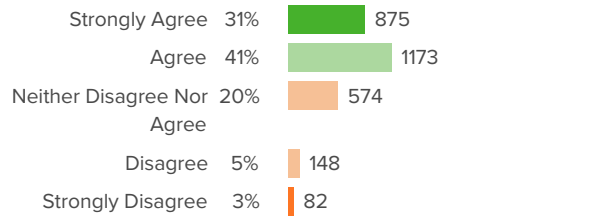
How did people respond?

Q.1: Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.



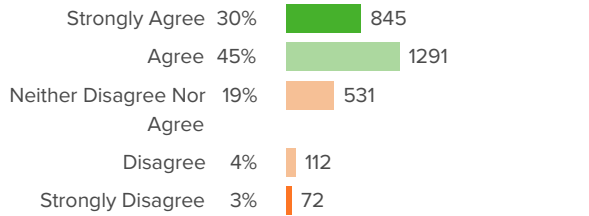
▲ **0** from last survey Favorable: **70%**

Q.2: My teachers work hard to help me with my schoolwork when I need it.



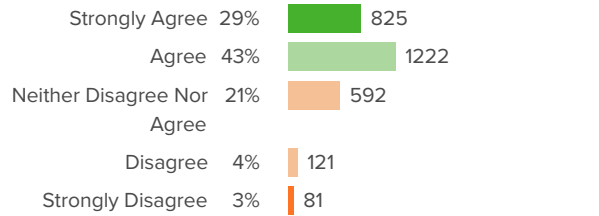
▼ **1** from last survey Favorable: **72%**

Q.3: Teachers give students a chance to take part in classroom discussions or activities.



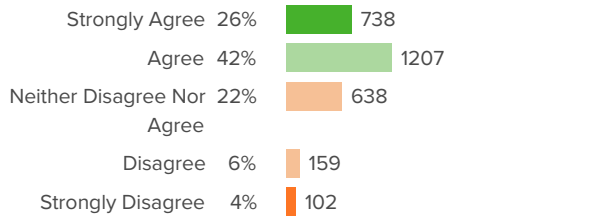
▼ **2** from last survey Favorable: **75%**

Q.4: This school promotes academic success for all students.



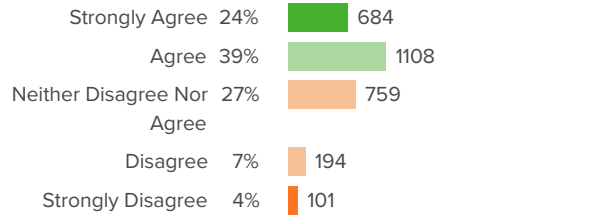
▼ **2** from last survey Favorable: **72%**

Q.5: This school is a supportive and inviting place for students to learn.



▼ **3** from last survey Favorable: **68%**

Q.6: Teachers go out of their way to help students.



▼ **1** from last survey Favorable: **63%**



Growth Mindset

Your average

60%

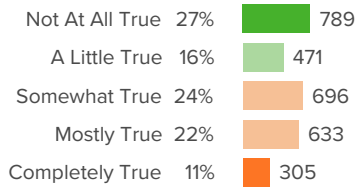
2,981 responses

Change

▲ 2

How did people respond?

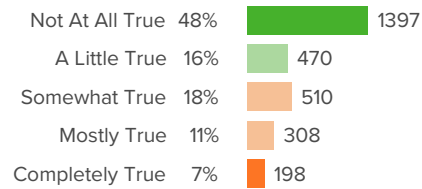
Q.1: My intelligence is something that I can't change very much.



▲ 5 from last survey

Favorable: **44%**

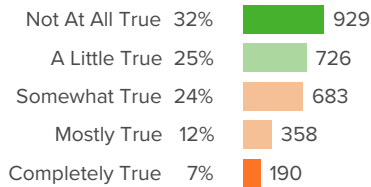
Q.2: Challenging myself won't make me any smarter.



▲ 2 from last survey

Favorable: **65%**

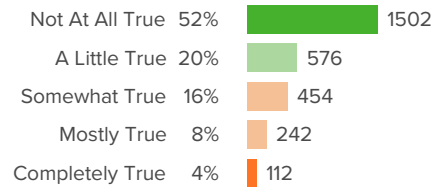
Q.3: There are some things I am not capable of learning.



▲ 2 from last survey

Favorable: **57%**

Q.4: If I am not naturally smart in a subject, I will never do well in it.



▲ 0 from last survey

Favorable: **72%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

61%

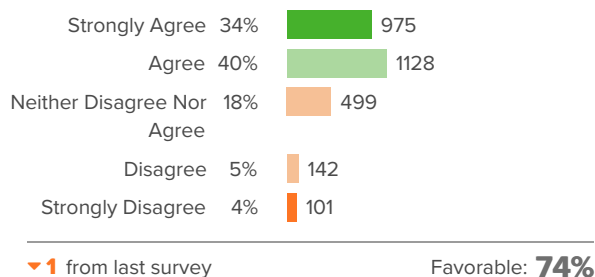
2,981 responses

Change

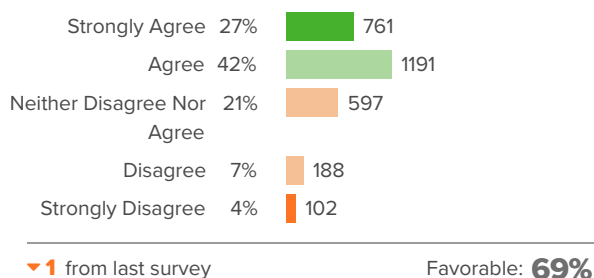
▼ 1

How did people respond?

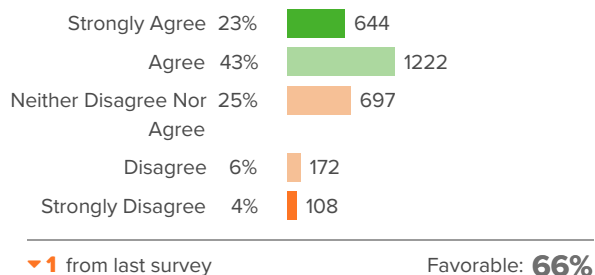
Q.1: This school clearly informs students what would happen if they break school rules.



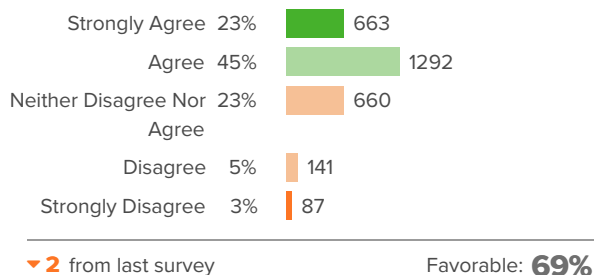
Q.2: Rules in this school are made clear to students.



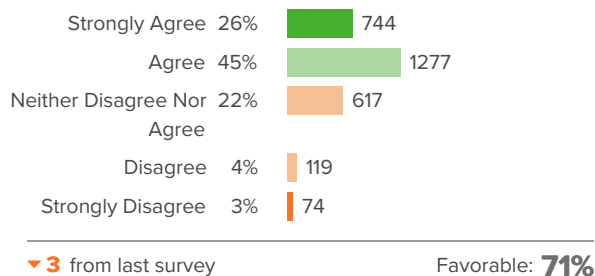
Q.3: Students know how they are expected to act.



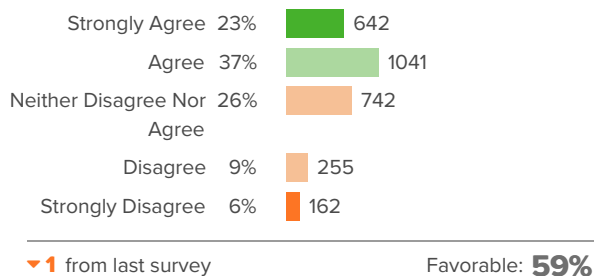
Q.4: Students know what the rules are.



Q.5: This school makes it clear how students are expected to act.

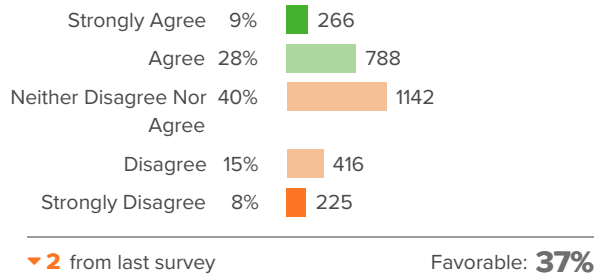


Q.6: Adults at this school treat all students with respect.

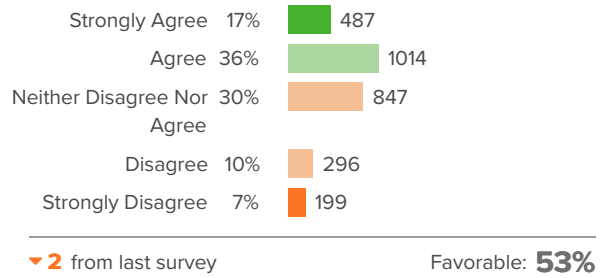




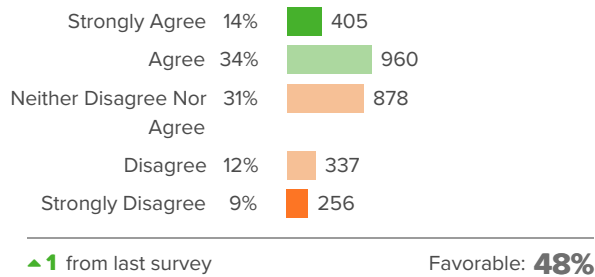
Q.7: Students treat teachers with respect.



Q.8: The school rules are fair.



Q.9: All students are treated fairly when they break school rules.





OVERALL SCHOOL EXPERIENCE

Your average

72%

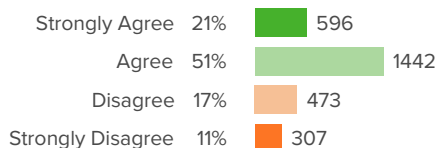
2,981 responses

Change

▼ **3**

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other students.



▼ **3** from last survey

Favorable: **72%**



Safety

Your average

60%

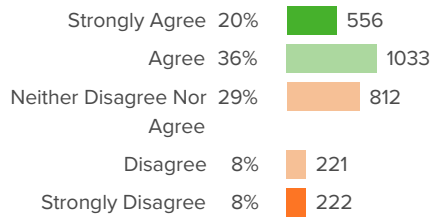
2,981 responses

Change

▲ 0

How did people respond?

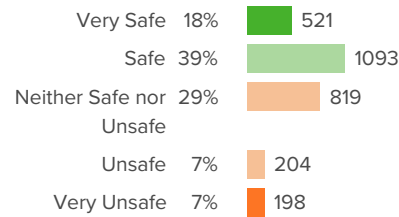
Q.1: I feel safe in my school.



▼ 4 from last survey

Favorable: **56%**

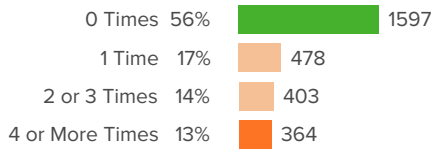
Q.2: How safe do you feel when you are at school?



▼ 4 from last survey

Favorable: **57%**

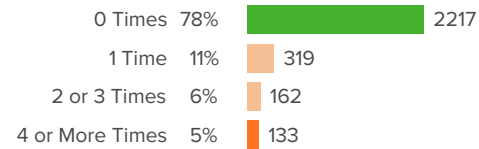
Q.3: Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?



▲ 2 from last survey

Favorable: **56%**

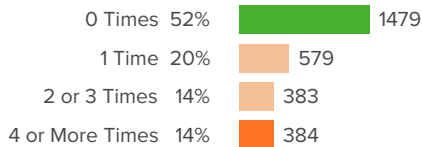
Q.4: Been afraid of being beaten up?



▼ 2 from last survey

Favorable: **78%**

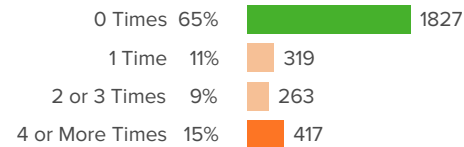
Q.5: Had mean rumors or lies spread about you?



▲ 0 from last survey

Favorable: **52%**

Q.6: Had sexual jokes, comments, or gestures made to you?

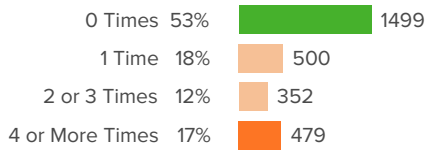


▲ 3 from last survey

Favorable: **65%**



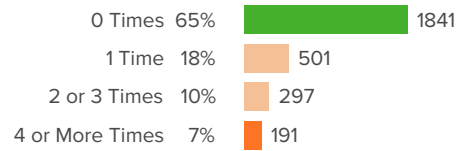
Q.7: Been made fun of because of your looks or the way you talk?



▲1 from last survey

Favorable: **53%**

Q.8: Had your property stolen, or deliberately damaged, such as your car, clothing, or books?



▲1 from last survey

Favorable: **65%**



Self-Efficacy

Your average

53%

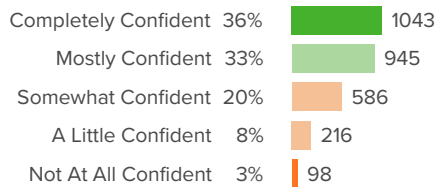
2,981 responses

Change

▲ 0

How did people respond?

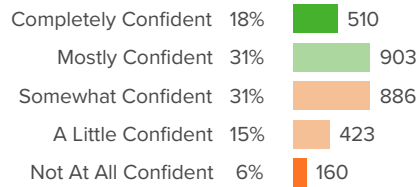
Q.1: I can earn an A in my classes.



▲ 0 from last survey

Favorable: **69%**

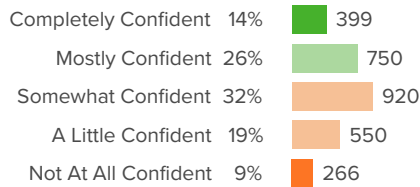
Q.2: I can do well on all my tests, even when they're difficult.



▼ 1 from last survey

Favorable: **49%**

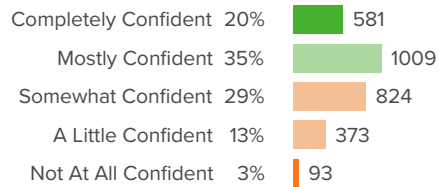
Q.3: I can master the hardest topics in my classes.



▼ 1 from last survey

Favorable: **40%**

Q.4: I can meet all the learning goals my teachers set.



▲ 1 from last survey

Favorable: **55%**



Self-Management

Your average

70%

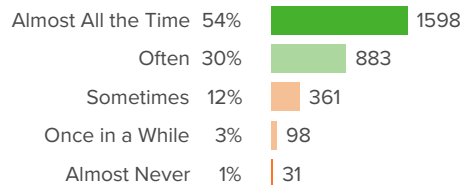
2,981 responses

Change

▲ **0**

How did people respond?

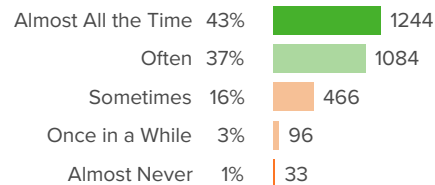
Q.1: I came to class prepared.



▲ **0** from last survey

Favorable: **84%**

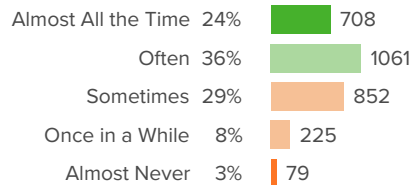
Q.2: I remembered and followed directions.



▲ **1** from last survey

Favorable: **80%**

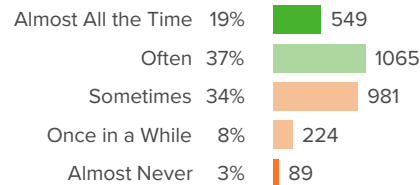
Q.3: I got my work done right away instead of waiting until the last minute.



▲ **2** from last survey

Favorable: **60%**

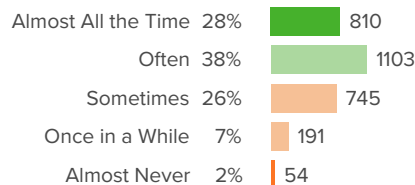
Q.4: I paid attention, even when there were distractions.



▲ **0** from last survey

Favorable: **56%**

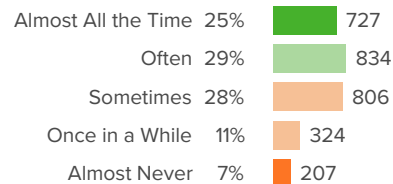
Q.5: I worked independently with focus.



▲ **1** from last survey

Favorable: **66%**

Q.6: I stayed calm even when others bothered or criticized me.

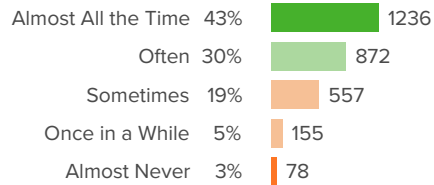


▼ **2** from last survey

Favorable: **54%**

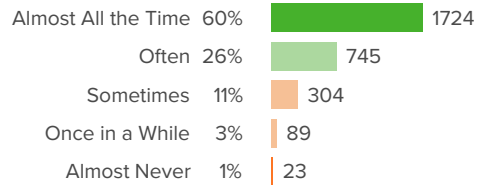


Q.7: I allowed others to speak without interruption.



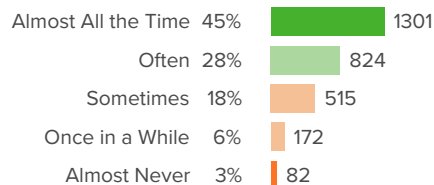
▲ **0** from last survey Favorable: **73%**

Q.8: I was polite to adults and peers.



▲ **1** from last survey Favorable: **86%**

Q.9: I kept my temper in check.



▲ **1** from last survey Favorable: **73%**

Sense of Belonging (School Connectedness)

Your average

55%

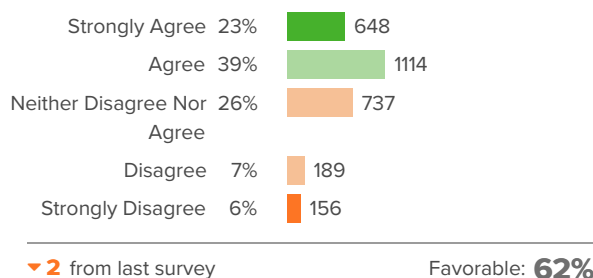
2,981 responses

Change

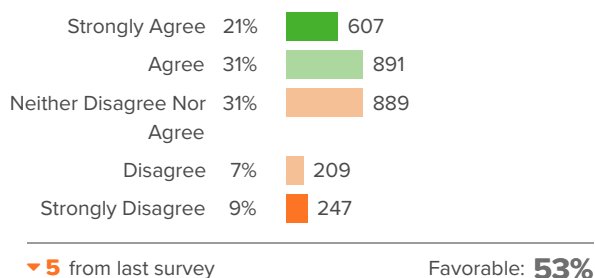
▼ **3**

How did people respond?

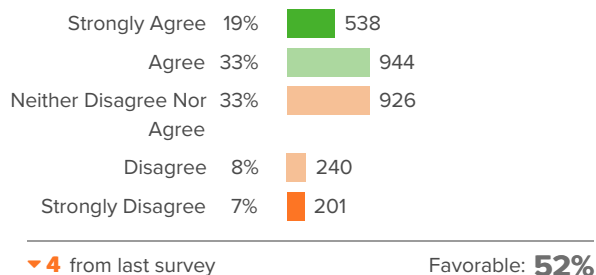
Q.1: I feel close to people at this school.



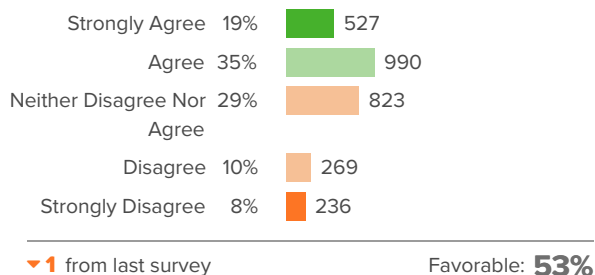
Q.2: I am happy to be at this school.



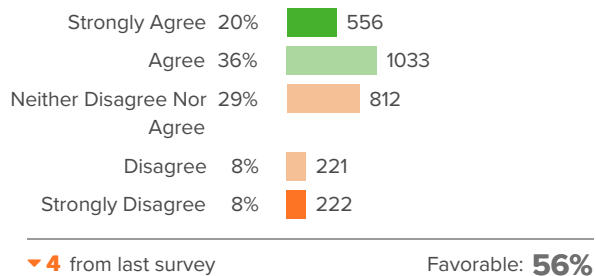
Q.3: I feel like I am part of this school.



Q.4: The teachers at this school treat students fairly.



Q.5: I feel safe in my school.





Social Awareness

Your average

62%

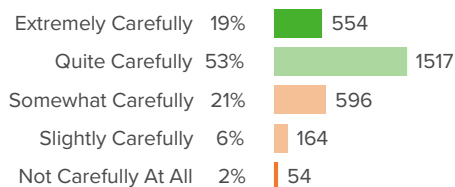
2,981 responses

Change

▲ 1

How did people respond?

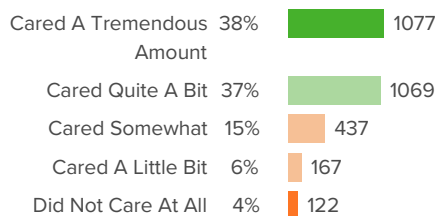
Q.1: How carefully did you listen to other people's points of view?



▲ 1 from last survey

Favorable: **72%**

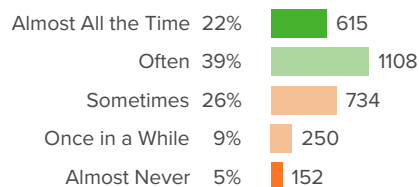
Q.2: How much did you care about other people's feelings?



▲ 1 from last survey

Favorable: **75%**

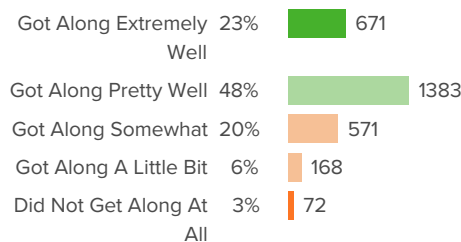
Q.3: How often did you compliment others' accomplishments?



▲ 2 from last survey

Favorable: **60%**

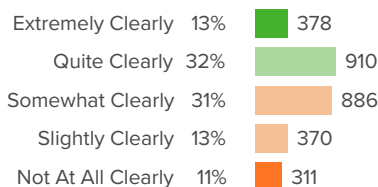
Q.4: How well did you get along with students who are different from you?



▲ 1 from last survey

Favorable: **72%**

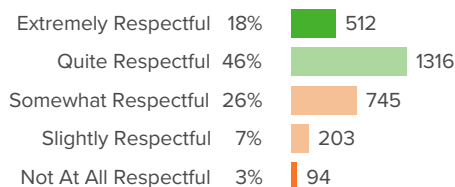
Q.5: How clearly were you able to describe your feelings?



▼ 2 from last survey

Favorable: **45%**

Q.6: When others disagreed with you, how respectful were you of their views?

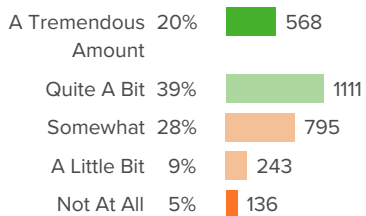


▲ 2 from last survey

Favorable: **64%**



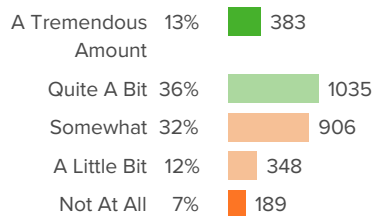
Q.7: To what extent were you able to stand up for yourself without putting others down?



▲1 from last survey

Favorable: **59%**

Q.8: To what extent were you able to disagree with others without starting an argument?



▲1 from last survey

Favorable: **50%**



Other questions

How did people respond? _____



MPS

Spring 2018 Student Survey, Secondary Student Survey



< Summary (/magnolia/understand/1290139/summary?project_id=4896)



Spring 2018
Family Survey

All questions












Based on **2,768** responses



Click on any question to view more detailed results for that question.

Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION ➤ How many years has your child been at this school?	Unscored	
QUESTION ➤ What is your race or ethnicity?	Unscored	
QUESTION ➤ In what grade is your child?	Unscored	
QUESTION ➤ I am a...	Unscored	
QUESTION ➤ Special Education Program or has an Individual Education Plan (IEP)?	Unscored	
QUESTION ➤ English Language Development (for children learning English)?	Unscored	
QUESTION ➤ Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?	Unscored	
QUESTION ➤ This school provides high quality instruction to my child.	96% responded favorably	▲ 0 from Spring 2017

Need Help?

QUESTION ➤ School staff treats me with respect.	96% responded favorably	▲ 0 from Spring 2017	
QUESTION ➤ This school clearly informs students what would happen if they break school rules.	95% responded favorably	▲ 0 from Spring 2017	
QUESTION ➤ This school has high expectations for all students.	95% responded favorably	▼ 1 from Spring 2017	
QUESTION ➤ School staff is helpful.	95% responded favorably	▲ 0 from Spring 2017	
QUESTION ➤ My child's background (race, ethnicity, religion, economic status) is valued at this school.	95% responded favorably	▲ 0 from Spring 2017	
QUESTION ➤ I feel welcome to participate at this school.	94% responded favorably	▼ 1 from Spring 2017	
QUESTION ➤ Overall, I am satisfied and would recommend this school to other parents.	93% responded favorably	▼ 1 from Spring 2017	
QUESTION ➤ My child is safe on school grounds.	93% responded favorably	▼ 1 from Spring 2017	
QUESTION ➤ School staff responds to my needs in a timely manner.	91% responded favorably	▲ 0 from Spring 2017	
QUESTION ➤ School staff welcomes my suggestions.	91% responded favorably	▼ 2 from Spring 2017	
QUESTION ➤ School staff takes my concerns seriously.	91% responded favorably	▼ 1 from Spring 2017	
QUESTION		Need Help?	

<p>➤ At this school, discipline is fair.</p>	<p>88% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ My child is safe in the neighborhood around the school.</p>	<p>88% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	

Powered by



Need Help?



MPS

Family Survey
Spring 2018



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	<p>96%</p> <p>▼1 since last survey</p>	<p>60th - 79th percentile compared to others in the CORE Districts dataset</p>
Knowledge and Fairness of Discipline, Rules and Norms	<p>92%</p> <p>▼1 since last survey</p>	<p>40th - 59th percentile compared to others in the CORE Districts dataset</p>
OVERALL SCHOOL EXPERIENCE	<p>93%</p> <p>▼1 since last survey</p>	
Safety	<p>91%</p> <p>▼1 since last survey</p>	<p>40th - 59th percentile compared to others in the CORE Districts dataset</p>
Sense of Belonging (School Connectedness)	<p>93%</p> <p>▼1 since last survey</p>	<p>60th - 79th percentile compared to others in the CORE Districts dataset</p>

2,768 responses



Climate of Support for Academic Learning

Your average

96%

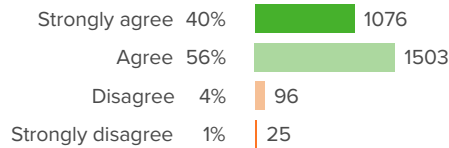
2,768 responses

Change

▼ **1**

How did people respond?

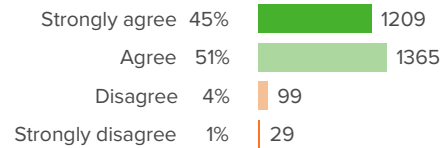
Q.1: This school provides high quality instruction to my child.



▲ **0** from last survey

Favorable: **96%**

Q.2: This school has high expectations for all students.



▼ **1** from last survey

Favorable: **95%**



Knowledge and Fairness of Discipline, Rules and Norms

Your average

92%

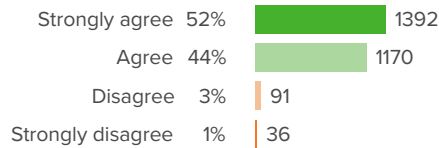
2,768 responses

Change

▼ **1**

How did people respond?

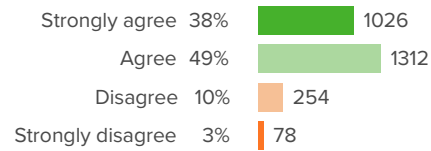
Q.1: This school clearly informs students what would happen if they break school rules.



▲ **0** from last survey

Favorable: **95%**

Q.2: At this school, discipline is fair.



▼ **2** from last survey

Favorable: **88%**



OVERALL SCHOOL EXPERIENCE

Your average

93%

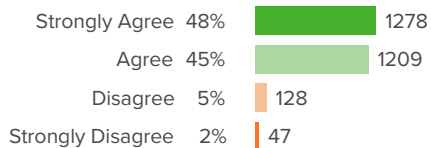
2,768 responses

Change

▼ **1**

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other parents.



▼ **1** from last survey

Favorable: **93%**



Safety

Your average

91%

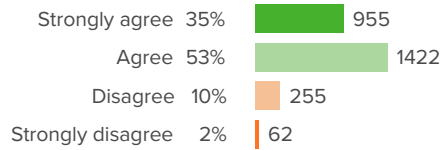
2,768 responses

Change

▼ **1**

How did people respond?

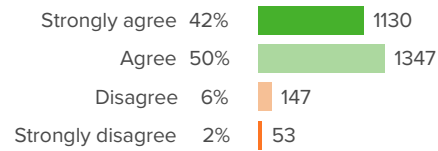
Q.1: My child is safe in the neighborhood around the school.



▼ **1** from last survey

Favorable: **88%**

Q.2: My child is safe on school grounds.



▼ **1** from last survey

Favorable: **93%**



Sense of Belonging (School Connectedness)

Your average

93%

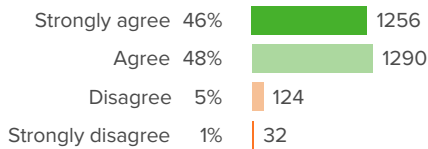
2,768 responses

Change

▼ **1**

How did people respond?

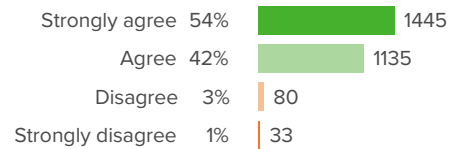
Q.1: I feel welcome to participate at this school.



▼ **1** from last survey

Favorable: **94%**

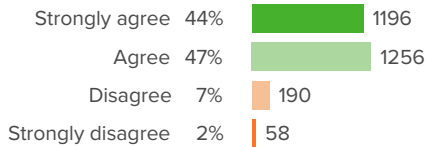
Q.2: School staff treats me with respect.



▲ **0** from last survey

Favorable: **96%**

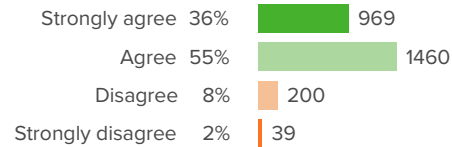
Q.3: School staff takes my concerns seriously.



▼ **1** from last survey

Favorable: **91%**

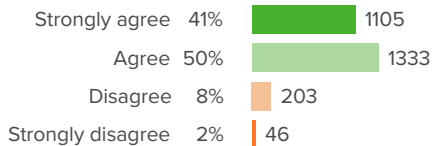
Q.4: School staff welcomes my suggestions.



▼ **2** from last survey

Favorable: **91%**

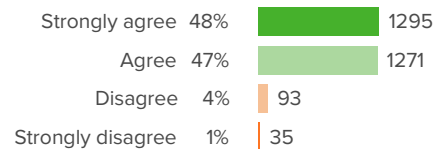
Q.5: School staff responds to my needs in a timely manner.



▲ **0** from last survey

Favorable: **91%**

Q.6: School staff is helpful.

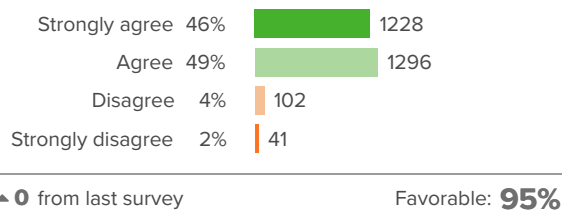


▲ **0** from last survey

Favorable: **95%**



Q.7: My child's background (race, ethnicity, religion, economic status) is valued at this school.

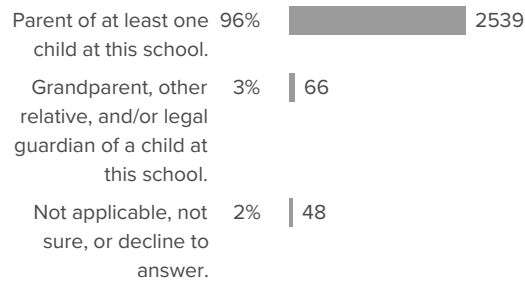




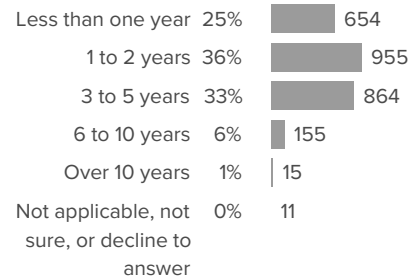
Background Questions

How did people respond?

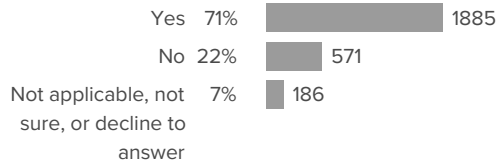
Q.1: I am a...



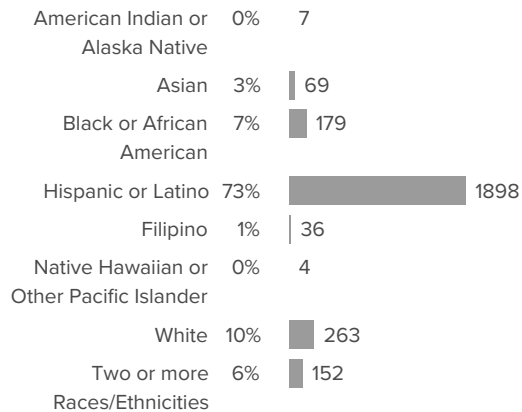
Q.2: How many years has your child been at this school?



Q.3: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

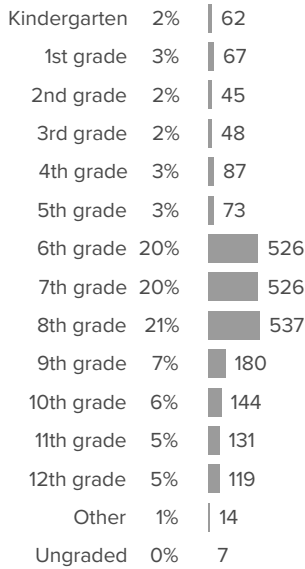


Q.4: What is your race or ethnicity?

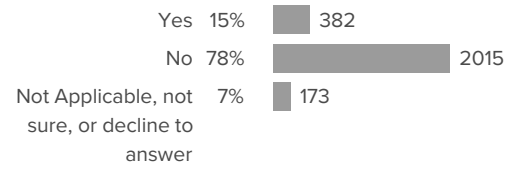




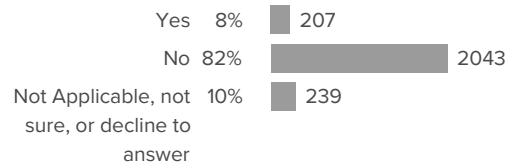
Q.5: In what grade is your child?



Q.6: Special Education Program or has an Individual Education Plan (IEP)?



Q.7: English Language Development (for children learning English)?





Other questions

How did people respond? _____



MPS

Spring 2018 Family Survey, Family Survey



< Summary (/magnolia/understand/1290139/summary?project_id=4896)











Spring 2018
Staff Survey












All questions

Based on **318** responses












Click on any question to view more detailed results for that question.






Sorted by Question score ▾ () Highest to lowest ▾ ()

<p>QUESTION</p> <p>➤ Are you a classroom teacher?</p>	<p>Unscored</p>	
<p>QUESTION</p> <p>➤ What is your race or ethnicity?</p>	<p>Unscored</p>	
<p>QUESTION</p> <p>➤ How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?</p>	<p>Unscored</p>	
<p>QUESTION</p> <p>➤ How many years have you worked, in any position, at this school?</p>	<p>Unscored</p>	
<p>QUESTION</p> <p>➤ English language learners</p>	<p>Unscored</p>	
<p>QUESTION</p> <p>➤ Special education students</p>	<p>Unscored</p>	
<p>QUESTION</p> <p>➤ Migrant education students</p>	<p>Unscored</p>	
<p>QUESTION</p> <p>➤ What is your role at this school? (Mark all that apply).</p>	<p>Unscored</p>	
<p>QUESTION</p>	<p>Need Help?</p>	

<p>QUESTION</p> <p>▶ emphasizes helping students academically when they need it.</p>	<p>96% responded favorably</p>	<p>▲ 0 from Spring 2017</p>	
<p>QUESTION</p> <p>▶ is a supportive and inviting place for students to learn.</p>	<p>95% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>▶ encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.</p>	<p>94% responded favorably</p>	<p>▲ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>▶ The school rules are fair.</p>	<p>93% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>▶ emphasizes teaching lessons in ways relevant to students.</p>	<p>92% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>▶ promotes academic success for all students.</p>	<p>92% responded favorably</p>	<p>▼ 3 from Spring 2017</p>	
<p>QUESTION</p> <p>▶ racial/ethnic conflict among students?</p>	<p>90% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	
<p>QUESTION</p> <p>▶ How many adults at this school support and treat each other with respect?</p>	<p>89% responded favorably</p>	<p>▲ 3 from Spring 2017</p>	
<p>QUESTION</p> <p>▶ Adults at this school treat all students with respect.</p>	<p>88% responded favorably</p>	<p>▼ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>▶ This school promotes trust and collegiality among staff.</p>	<p>86% responded favorably</p>	<p>▲ 1 from Spring 2017</p>	
<p>QUESTION</p> <p>▶ sets high standards for academic performance for all students.</p>	<p>86% responded favorably</p>	<p>▼ 2 from Spring 2017</p>	

Need Help?

QUESTION ➤ Students know what the rules are.	84% responded favorably	▼ 2 from Spring 2017	
QUESTION ➤ This school is a supportive and inviting place for staff to work.	84% responded favorably	▼ 1 from Spring 2017	
QUESTION ➤ This school makes it clear how students are expected to act.	83% responded favorably	▲ 3 from Spring 2017	
QUESTION ➤ physical fighting between students?	82% responded favorably	▼ 4 from Spring 2017	
QUESTION ➤ Overall, I am satisfied and would recommend this school to other educators.	81% responded favorably	▼ 5 from Spring 2017	
QUESTION ➤ Students know how they are expected to act.	79% responded favorably	▼ 3 from Spring 2017	
QUESTION ➤ Rules in this school are made clear to students.	78% responded favorably	▲ 0 from Spring 2017	
QUESTION ➤ This school promotes personnel participation in decision-making that affects school practices and policies.	75% responded favorably	▼ 3 from Spring 2017	
QUESTION ➤ How many adults at this school feel a responsibility to improve this school?	74% responded favorably	▼ 2 from Spring 2017	
QUESTION ➤ This school clearly communicates to students the consequences of breaking school rules.	72% responded favorably	▲ 3 from Spring 2017	
QUESTION ➤ This school handles discipline problems fairly.	71% responded favorably	▼ 1 from Spring 2017	
QUESTION		Need Help?	

<p>QUESTION</p> <p>➤ harassment or bullying among students?</p>	<p>62% responded favorably</p>	<p>▼ 10 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ This school effectively handles student discipline and behavioral problems.</p>	<p>62% responded favorably</p>	<p>▲ 4 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ How many adults at this school have close professional relationships with one another?</p>	<p>61% responded favorably</p>	<p>▼ 3 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ lack of respect of staff by students?</p>	<p>54% responded favorably</p>	<p>▼ 12 from Spring 2017</p>	
<p>QUESTION</p> <p>➤ disruptive student behavior?</p>	<p>39% responded favorably</p>	<p>▼ 4 from Spring 2017</p>	

Powered by



Need Help?



MPS

Staff Survey
Spring 2018



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	<p>93%</p> <p>▼1 since last survey</p>	<p>40th - 59th percentile compared to others in the CORE Districts dataset</p>
Knowledge and Fairness of Discipline, Rules and Norms	<p>79%</p> <p>▲0 since last survey</p>	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
OVERALL SCHOOL EXPERIENCE	<p>81%</p> <p>▼5 since last survey</p>	
Safety	<p>65%</p> <p>▼6 since last survey</p>	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
Sense of Belonging (School Connectedness)	<p>78%</p> <p>▼1 since last survey</p>	<p>40th - 59th percentile compared to others in the CORE Districts dataset</p>

318 responses



Climate of Support for Academic Learning

Your average

93%

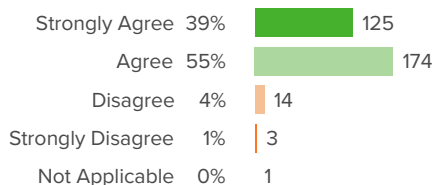
318 responses

Change

▼ **1**

How did people respond?

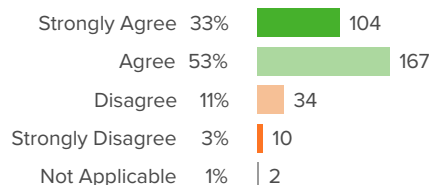
Q.1: is a supportive and inviting place for students to learn.



▼ **2** from last survey

Favorable: **95%**

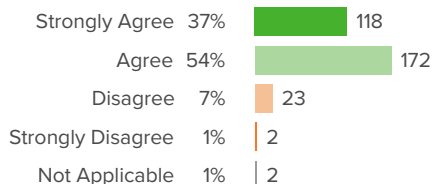
Q.2: sets high standards for academic performance for all students.



▼ **2** from last survey

Favorable: **86%**

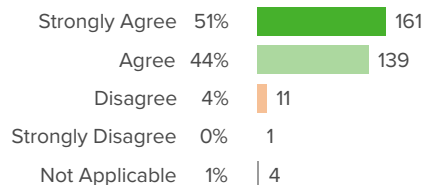
Q.3: promotes academic success for all students.



▼ **3** from last survey

Favorable: **92%**

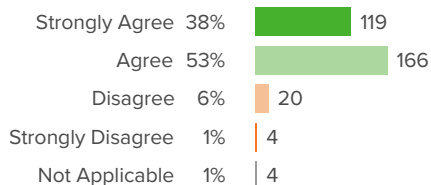
Q.4: emphasizes helping students academically when they need it.



▲ **0** from last survey

Favorable: **96%**

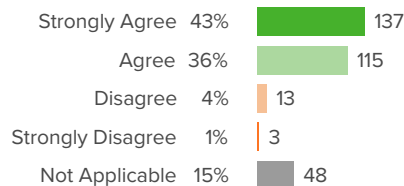
Q.5: emphasizes teaching lessons in ways relevant to students.



▲ **1** from last survey

Favorable: **92%**

Q.6: encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.



▲ **2** from last survey

Favorable: **94%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

79%

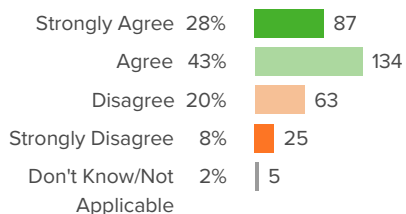
318 responses

Change

▲ 0

How did people respond?

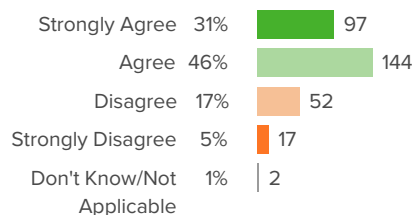
Q.1: This school clearly communicates to students the consequences of breaking school rules.



▲ 3 from last survey

Favorable: **72%**

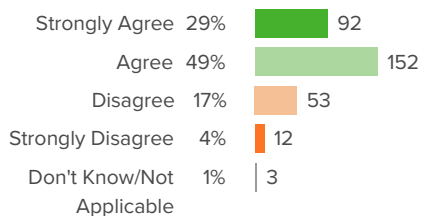
Q.2: Rules in this school are made clear to students.



▲ 0 from last survey

Favorable: **78%**

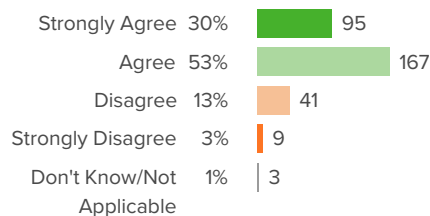
Q.3: Students know how they are expected to act.



▼ 3 from last survey

Favorable: **79%**

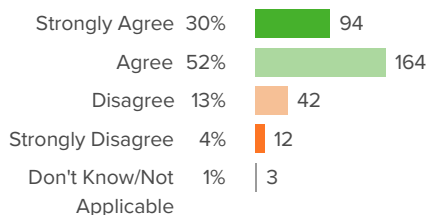
Q.4: Students know what the rules are.



▼ 2 from last survey

Favorable: **84%**

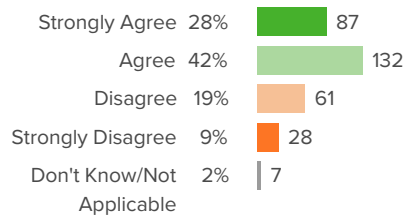
Q.5: This school makes it clear how students are expected to act.



▲ 3 from last survey

Favorable: **83%**

Q.6: This school handles discipline problems fairly.

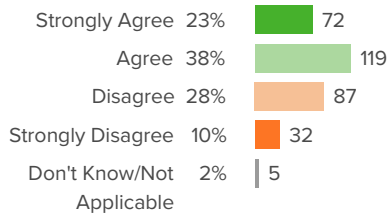


▼ 1 from last survey

Favorable: **71%**

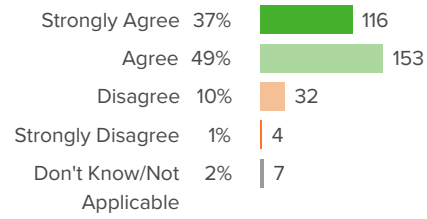


Q.7: This school effectively handles student discipline and behavioral problems.



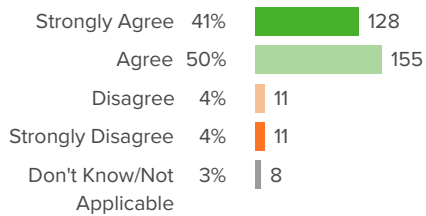
▲ 4 from last survey Favorable: **62%**

Q.8: Adults at this school treat all students with respect.



▼ 1 from last survey Favorable: **88%**

Q.9: The school rules are fair.



▼ 2 from last survey Favorable: **93%**



OVERALL SCHOOL EXPERIENCE

Your average

81%

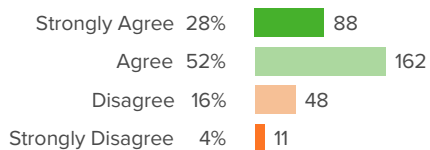
318 responses

Change

▼ **5**

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other educators.



▼ **5** from last survey

Favorable: **81%**



Safety

Your average

65%

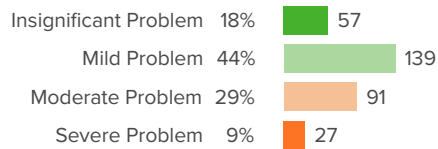
318 responses

Change

▼ **6**

How did people respond?

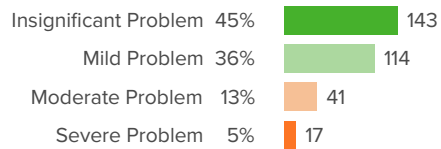
Q.1: harassment or bullying among students?



▼ **10** from last survey

Favorable: **62%**

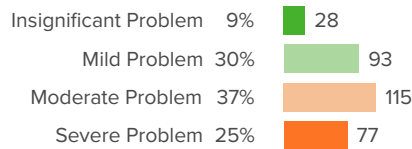
Q.2: physical fighting between students?



▼ **4** from last survey

Favorable: **82%**

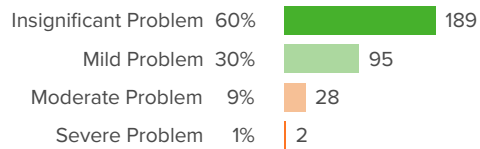
Q.3: disruptive student behavior?



▼ **4** from last survey

Favorable: **39%**

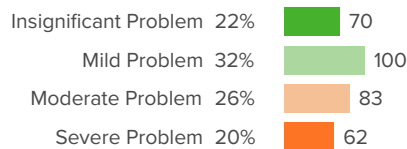
Q.4: racial/ethnic conflict among students?



▼ **2** from last survey

Favorable: **90%**

Q.5: lack of respect of staff by students?



▼ **12** from last survey

Favorable: **54%**

Sense of Belonging (School Connectedness)

Your average

78%

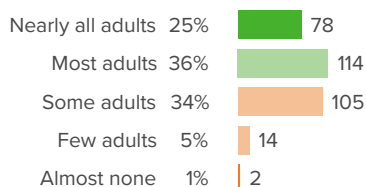
318 responses

Change

▼ **1**

How did people respond?

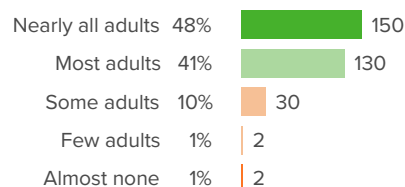
Q.1: How many adults at this school have close professional relationships with one another?



▼ **3** from last survey

Favorable: **61%**

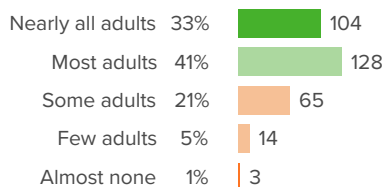
Q.2: How many adults at this school support and treat each other with respect?



▲ **3** from last survey

Favorable: **89%**

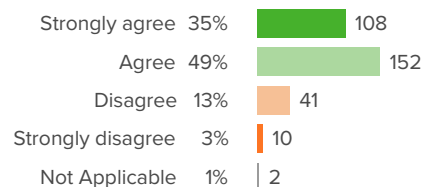
Q.3: How many adults at this school feel a responsibility to improve this school?



▼ **2** from last survey

Favorable: **74%**

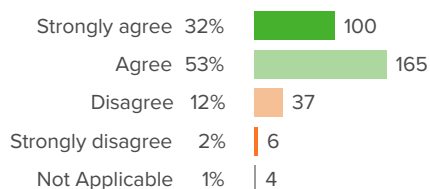
Q.4: This school is a supportive and inviting place for staff to work.



▼ **1** from last survey

Favorable: **84%**

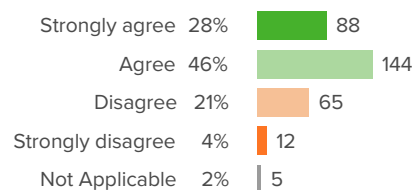
Q.5: This school promotes trust and collegiality among staff.



▲ **1** from last survey

Favorable: **86%**

Q.6: This school promotes personnel participation in decision-making that affects school practices and policies.



▼ **3** from last survey

Favorable: **75%**



Background Questions

How did people respond?

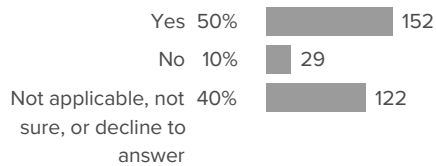
Q.1: What is your role at this school? (Mark all that apply).



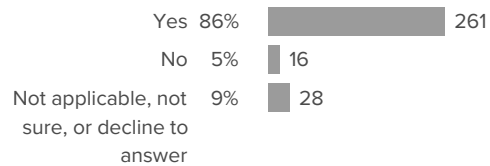
Q.2: Are you a classroom teacher?



Q.3: Migrant education students

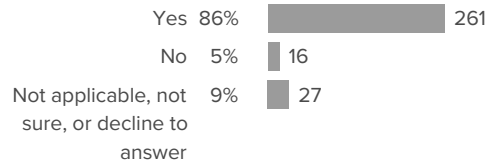


Q.4: Special education students

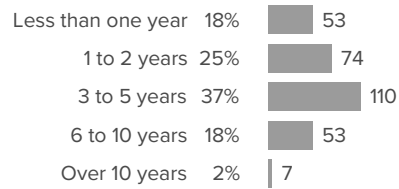




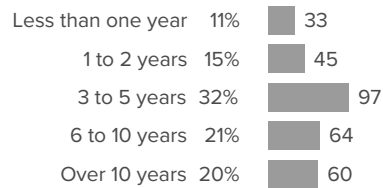
Q.5: English language learners



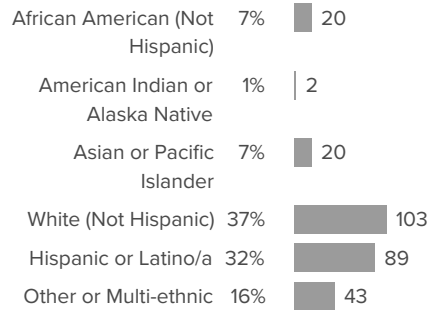
Q.6: How many years have you worked, in any position, at this school?



Q.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?



Q.8: What is your race or ethnicity?





Other questions

How did people respond? _____



MPS

Spring 2018 Staff Survey, Staff Survey



MAGNOLIA SCIENCE ACADEMY - 1**2017-18 SCHOOL YEAR STAKEHOLDER SURVEY REFLECTIONS****Introduction:**

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.

Survey Participation Rates:

2018 Survey Participation Rates	Student: 93.2%	Family: 100%	Staff: 97.6%
2017 Survey Participation Rates:	Student: 83.0%	Family: 97.2%	Staff: 93.6%
2016 Survey Participation Rates:	Student: 66.0%	Family: 97.2%	Staff: 89.4%
2019 Survey Participation Targets:	Student: ≥83.0%	Family: ≥83.0%	Staff: ≥83.0%

Findings:

Talk about your participation rates here: any change from last year, what helped to improve response rates, do you have a higher response rate through email or paper, etc.

This year's survey participation rates increased for all stakeholders. Student participation increased by 10%, staff participation increased by 4%, and family participation rates increased by 2.8%. We attribute the increase in family participation rates to the incentives we offered to students for their parents' participation in the school's surveys (ex. free dress).

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "Overall, I am satisfied and would recommend this school to other students/parents/educators."

2018 Survey Overall Satisfaction Rates:	Student: 72%	Family: 95%	Staff: 93%
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2017 Survey Overall Satisfaction Rates:	Student: 77.0%	Family: 95.0%	Staff: 89.0%
2016 Survey Overall Satisfaction Rates:	Student: 47.0%	Family: 91.0%	Staff: 95.0%
2019 Survey Overall Satisfaction Targets:	Student: ≥80.0%	Family: ≥85.0%	Staff: ≥85.0%

Findings:

Talk about your overall satisfaction rates here: any change from last year, etc.... Maybe include some quotes here from the surveys that show how happy your stakeholders are?

Our overall survey satisfaction rates reflect that while family satisfaction rate has remained the same, staff satisfaction rate has increased by 4%. However, the decrease in student satisfaction rate by 5% revealed an area of need for our students. Students reported wanting to improve our school site and space to include bigger classrooms, a better place to eat, and a sports field.

Based on the survey satisfaction rates, it is evident that staff and parents are happy with MSA-1's overall quality of education, inclusive learning environment, and family-like feeling. Families reported high satisfaction with "the relationship staff builds with parents and students," "quality teaching," and the "great learning environment for children." Overall, surveys reflected appreciation for our staff and their ability to treat everyone with respect. Parents shared "I like that this is a small school with small group of students and all the staff are nice and treat you like family."

A majority of our staff members commented on feeling supported by admin. Comments ranged from staff feeling grateful for having "accessibility to resources and to the administration" to "the freedom that admin gives its staff in developing their curriculum," and the "family-like environment." While teachers expressed the need for bigger space, they acknowledged the fact that the school is heading in a great direction with the construction of the new building.

Average Approval Rates:

This rate measures our stakeholders' average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:

Topic 1: Climate of Support for Academic Learning;

Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;

Topic 3: Safety;

Topic 4: Sense of Belonging (School Connectedness).

"Students" are also asked questions in additional four topics which include indicators for social-emotional

competencies:

Topic 5: Growth Mindset;

Topic 6: Self-Efficacy;

Topic 7: Self-Management;

Topic 8: Social Awareness.

2018 Average Approval Rates:	Student: 62%	Family: 91%	Staff: 86%
2017 Average Approval Rates:	Student: 63.0%	Family: 94.0%	Staff: 87.0%
2016 Average Approval Rates:	Student: 63.0%	Family: 85.0%	Staff: 81.0%
2019 Average Approval Targets:	Student: ≥75.0%	Family: ≥83.0%	Staff: ≥83.0%

Findings Based on Average Approval Rates of Survey Topics/Questions:

Talk about your average approval rates here: any change from last year, answer the following questions, etc.

GREATEST PROGRESS:

Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?

GREATEST NEEDS:

Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all student” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?

OPTIONAL: What was most surprising?

NOTE: This is a template to help you. You can be CREATIVE in your responses, include charts, etc. But you must include certain information, e.g., rates, targets, progress, needs, etc.

Similar to last year’s survey results, this year, our surveys reflected that students, parents, and staff feel the greatest area of need is the improvement and expansion of MSA-1’s physical campus. There is “no gym or soccer field”, and the school has needs like a “better lunch area” and a “high school separate from middle school.” Additionally, parents, students, and staff expressed the need for “improving security at our school for better protection.” In order to address these areas of needs, the school is currently working on an expansion into a building purchased next door to our current site. The new building will allow us to separate high school from middle school. Our construction plans include a new cafeteria, gym, and a green area for students to play sports. We also hired two part time campus aides to help with security and overseeing our campus safety.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

- WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

○ Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

We are extremely proud of the fact that all stakeholders value the extra support we provide our students to ensure they are receiving the best education. Based on our survey results, it is evident that students feel supported in their path to a good education. Student comments ranged from “I like the personal attention from teachers,” to “how teachers care about your grades and are always supportive,” to “the education is better than other schools and I’m proud of coming here.” Similarly, parents and staff shared “MSA 1 has numerous ways to monitor students that are off-track, so they can be provided appropriate intervention strategies,” and how teachers “really take care of students’ academic skills.” We will continue to build upon our success by supporting our teachers, students, and their families through outreach, personal support, and professional development for staff.

- WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

○ Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group? What steps is the school planning to take to address these areas with the greatest need for improvement?

Based on our survey results, all stakeholders felt that we need additional space (we are outgrowing our current accommodations). All stakeholders expressed a need for “separate middle school from high school,” and “a place to play sports.” Currently, to address these concerns, we are building a new school so that we can separate high school and middle school students. Our plans also include a separate gym and a green area where students can play sports.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

○ Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? Which suggestions is the school planning to

implement? What steps is the school planning to take to implement such suggestions to improve the school?

Many stakeholders expressed concern for the amount of time it is going to take us to complete our school's remodeling. Currently, we have no gym, which makes it difficult for teachers who teach PE, and for students who don't have the space to practice sports (as part of the remodel, we had to demolish the old gym). The new facility will help solve these concerns. Additionally, parents and students complained about the quality /variety of food choices we offer our students. Next year, we plan to go with a different food company.

MAGNOLIA SCIENCE ACADEMY - 2**2017-18 SCHOOL YEAR STAKEHOLDER SURVEY REFLECTIONS****Introduction:**

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.

Survey Participation Rates:

Current Year Survey Participation Rates:	Student: 83.0%	Family: 97.2%	Staff: 93.6%
Prior Year Survey Participation Rates:	Student: 83.0%	Family: 97.2%	Staff: 93.6%
Next Year Survey Participation Targets:	Student: ≥80.0%	Family: ≥80.0%	Staff: ≥80.0%
Findings:			
Our Participation rates remained high among and staff and Families. Student participation was above average as well			

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "Overall, I am satisfied and would recommend this school to other students/parents/educators."

Current Year Overall Satisfaction Rates:	Student: 72% -6	Family: 91% -4	Staff: 83% -6
Prior Year Overall Satisfaction Rates:	Student: 78%	Family: 95%	Staff: 89%
Next Year Overall Satisfaction Targets:	Student: ≥80.0%	Family: ≥80.0%	Staff: ≥80.0%
Findings: Student and Staff satisfaction went down -6 and Parents -4			

Students (What do you like best about your school?)

“Small School” “P.E.” “Chromebooks” “Great Friends”

“Mr. Capretta” “Mr. Tuazon”

Staff (What do you like best about your school?)

“Communication System” “Communication” “Robotics Club and College Counseling for Students”

“Sense of Community” “The freedom of Opinion”

“Sense of Community”

Families (What do you like best about your school?)

“Teachers” “Small School” “Communication System”

Average Approval Rates:

This rate measures our stakeholders’ average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:

Topic 1: Climate of Support for Academic Learning;

Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;

Topic 3: Safety;

Topic 4: Sense of Belonging (School Connectedness).

“Students” are also asked questions in additional four topics which include indicators for social-emotional competencies:

Topic 5: Growth Mindset;

Topic 6: Self-Efficacy;

Topic 7: Self-Management;

Topic 8: Social Awareness.

Current Year Average Approval Rates:	Student: 83.0%	Family: 97.2%	Staff: 93.6%
Prior Year Average Approval Rates:	Student: 83.0%	Family: 97.2%	Staff: 93.6%
Next Year Average Approval Targets:	Student: ≥70.0%	Family: ≥80.0%	Staff: ≥80.0%

Findings Based on Average Approval Rates of Survey Topics/Questions:

Students Survey Results on average approval rates had modest increases and decreases from last year with an average of 1 to 3 points.

Family Survey Results showed modest decreases in all topics with the greatest decrease in Fairness and Discipline which went down 5 points

Staff Survey Results showed moderate to concerning satisfaction averages. The greatest decrease came under Knowledge and Fairness of Discipline Rules and Norms which saw a 20 point decrease

GREATEST PROGRESS:

Student Survey averages showed a 7 point increase in “Social Awareness” plus a 6 point increase in school safety. These are promising results with all of the social challenges students were exposed to this year which include a suicide of one of our 12th grade students earlier this year

Family Survey Results showed that 94% of our families are satisfied with MSA-2 ‘s Climate of Support for Academic Learning, 94% approval of School Safety and 91% felt a Sense of Belonging and Connectedness and 91% were satisfied with “Overall School Experience”

Staff Survey Results showed that staff still had a highly favorable rating of 94% for the school’s “Climate of Support for Academic Learning

GREATEST NEEDS:

Students- 63% approval for Climate of Support and Academic Learning in which 17% strongly agreed that teachers go out of their way to help students and 35% agreed that teachers go out of their way to help students and 35% neither agree or disagree . This may be interpreted as students wanting teachers to offer more support and guidance which includes Social/Emotional Support

Families- The lowest approval area by families is Knowledge and Fairness of Discipline. 88% is still a high percentage but we may need to share our plans for fully implementing PBIS next year.

Staff- The greatest area of need stems from the 66% satisfaction from the “Knowledge and Fairness of Disciplinary Rules and Norms. A majority of staff are wanting more support in regards to student discipline. PBIS may be a major factor in changing the school climate and teacher to student dynamic.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

“That it is a small community where we get to know students well” (Staff)

“ I like the positive possibilities that exist with the current staff to use reflective practices to improve on the school” (Staff)

“Small School” (Families)

“Communication” (Families)

“Small School” (Students)

“Chromebooks” (Students)

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

“Bathroom” (Students)

“Uniform Policy” (Students)

“70% assessment based” (Staff)

“Some teachers are not in control of students” (Staff)

“No Lockers” (Families)

“Rules” (Families)

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

- Offer more opportunities for staff members to voice their opinions and concerns during staff meetings
- Train all Teachers in PBIS Practices
- Give greater attention to students social/emotional needs
- Listen to Student Feedback
- Differentiate between middle school and high school when it comes to school culture and environment

MAGNOLIA SCIENCE ACADEMY - 3



2017-18 SCHOOL YEAR STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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.

Survey Participation Rates:

Current Year Survey Participation Rates:	Student: 86.3%	Family: 90.7%	Staff: 100%
Prior Year Survey Participation Rates:	Student: 76.4%	Family: 48.3%	Staff: 89.7%
Next Year Survey Participation Targets:	Student: ≥85%	Family: ≥85%	Staff: ≥85%

Findings: MSA 3 initiated stakeholder participation with incentives, communication strategies (phone blast, emails, flyers to parents in the morning drop-off period). Students had ample time during ssr and electives to take the survey via their chromebooks, and on MSA 3’s website. Paper works best. Emails had a low rate, but it needs to be sent multiple times to parents. Also it would be beneficial to have a text option or link that can be texted out.

MSA-3 2016-2017: 76.4% 2017-2018: 86.3% Increase: 9.9% LCAP Target: 85.0% (Goal Met)

2016-2017 Survey Participation Rates:

Current Year Survey Participation Rates:	Student: 76.4%	Family: 48.3%	Staff: 90.2%
Prior Year Survey Participation Rates:	Student: 91%	Family: 54%	Staff: 89.7%
Next Year Survey Participation Targets:	Student: ≥80.0%	Family: ≥80.0%	Staff: ≥80.0%

Findings:

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.

-Prior year percentage for students may be off, we only had 455 last year but it states 803 students took the survey, that is incorrect.]

Overall Satisfaction Rates:

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following

question: "Overall, I am satisfied and would recommend this school to other students/parents/educators."

Current Year Overall Satisfaction Rates:	Student: 66%	Family: 87%	Staff: 78%
Prior Year Overall Satisfaction Rates:	Student: 63%	Family: 86%	Staff: 63%
Next Year Overall Satisfaction Targets:	Student: ≥85%	Family: ≥85%	Staff: ≥85%

Findings:

2015-2016: Students 30% Family 60% Staff 49%

2016-2017 Students 63% Family 86% Staff 76%

2017-2018 Students 66% Family 87% Staff 78%

Over the 2 years we have seen almost a 30% increase of overall satisfaction for Students, Families, & Staff. The goal is to allow opportunities for stakeholders to communicate with admin face to face, resolve issues as quickly as possible, and ensuring clear expectations/protocols.

All Free Responses 306 responses

"They take good care of the **children** . "

"The interest they have for the senior to be accepted to **University** ..."

"Mr. Johnson is very responsive once a **concern** is addressed. "

"The **teachers** are amazing!! I love all the teaching **staff**."

"I like the accessibility of **staff** and **teachers**."

"**Smaller** (**teacher** / student ratio). Uniforms, love website access."

"The easy access to **staff**."

"The **staff** r very respectful..and informate"

"The **smaller** class sizes and immediate input my **teachers** about my **child**'s academic performances in the classes!"

"They respond very quickly to my **concerns** . After school tutoring is a big winner."

Average Approval Rates:

This rate measures our stakeholders' average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:						
Topics	Students 2017-2018	Students 2016-2017	Families 2017-2018	Families 2016-2017	Staff 2017-2018	Staff 2016-2017
Topic 1: Climate of Support for Academic Learning;	66%	63%	95%	91%	91%	86%
Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;	54%	51%	87%	85%	75%	57%
Topic 3: Safety;	57%	55%	89%	89%	38%	37%
Topic 4: Sense of Belonging (School Connectedness).	50%	46%	92%	87%	77%	75%
“Students” are also asked questions in additional four topics which include indicators for social-emotional competencies:						
Topic 5: Growth Mindset;	54%	55%				
Topic 6: Self-Efficacy;	60%	55%				
Topic 7: Self-Management;	68%	67%				
Topic 8: Social Awareness.	59%	56%				

Current Year Average Approval Rates:	Student: 59%	Family: 91%	Staff: 72%
Prior Year Average Approval Rates:	Student: 57%	Family: 87%	Staff: 64%
Next Year Average Approval Targets:	Student: ≥85%	Family: ≥85%	Staff: ≥85%

Findings Based on Average Approval Rates of Survey Topics/Questions:

There is a 2% increase for student average approval, 4% increase for parents and 8% increase for staff. More strategies and time dedicated by the admin team, staff, and teachers are needed in order to have significant improvements for all stakeholders.

GREATEST PROGRESS:

For each topic, there is an increase in the average approval ratings for 99% of the areas with all stakeholders. The 1% is topic #5, which is the growth mindset. To increase this and other areas the school goals, summer bridge program, and onboarding practices for staff, and orientation have to center on hitting these topics. Also providing opportunities for ASB, Assemblies and other professional development plans center on the topic areas.

The highest approval ratings for students are the climate for academic learning, self-efficacy, and self-management. This is probably a result of our tutoring, power math/english, saturday schools, our edge coach/therapist, and our ssr classes that focus on college/career development, and life skills. We hope to increase

this by having one-to-one chromebooks, helping parents receive free wi-fi in the home, 24 hour tutoring help online, offering more saturday intervention and skills building courses, along with more parenting courses on how to get their children to and through classes.

The highest ratings for families are climate support for academic learning, and a sense of belonging. and this can be contributed due to our coolsis system, progress reports are more frequent home visits. There are opportunities to meet with at least one administration for a one on one meeting within 4-24 hours and our parent stakeholder meetings weekly. Teachers are encouraged to reply to parents within 24 hours to resolve any issues.

The two highest ratings for staff were the climate support for academic learning at 91%, and knowledge and fairness of Discipline, rules and norms (2016 it was 57% and now its 75%). Our efforts included reviewing the entire parent student handbook with all students on their first three days of school, setting the rules, expectations in every class. The goal is to streamline classroom rooms, expectations to be consistent school wide.

GREATEST NEEDS:

Students have to improve in all topics. One serious concern is safety from the staff perspective. It's still very low. We want students, staff and any guests to feel safe. There are too many fights on our campus; additional support is needed. We are working on parent volunteers but we need trained professionals who can help get fighting down to zero. Each topic can be taught throughout one or two days of the school year. We can have our teachers focus on it in all classes and build a curriculum around these areas that everyone teachers. We will embed more restorative practices next year. The goal is to have more learning communities with our teachers and staff to help streamline and follow up on these topics that need support and focus. Time has to be given to deans and principals to focus on increasing the rates for all of these topics.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

"I like most is the **staff** that are always there that when i need **help** on somethings."

"My school has many issues but for the most part part they have their spirit. They let you have your own personality and correct you when you have your problems."

"My S.S.R **teacher**."

"i like **free dress** and my **friends**."

"What I like best about the school is that they have all these electives and clubs to be involved in including music and art. i also like the chocolate milk."

"We get **free dress**."

"What I like best at this school is the **classes** that they let you take."

"All the **staff** at the school is polite. There are many events and fun **activities** that are planned by ASB. There are also many cool clubs such as robotics, band, and **sports**. The school truly supports safety. They encourage us to lock our **valuables** in our locker to avoid it being stolen and to make sure your **valuables** are in a safe place. This school has earned countless stars when it comes to college readiness. The **principle** and the **staff** members always support your thoughts on what they can do to make the school better and improve. I never had a problem with any of the **teachers** because I knew I can trust them to **help** me with the questions I had. The **teachers** truly have a heart for the **students** and they have belief that we can do better. **Coolsis** helps us to organize our **school work** and keep a higher grade."

"I like that we get **free dress** every now and then."

"I like that the **Teachers** and **staff** are very encouraging, and create a connection with the **students**. They push us to do our best so we can do better in the future."

Open with ▼

"The administration"

"I like how the **staff** gets involved with the **students/concerns** are taken not lightly."

What do you like best about your school?

"Very professional"

"**Communication** between the school and **parents** (via **email**, texts and/or phone calls)"

"I like that my **concerns** are heard by **staff** members"

"Provide more **help** to **students** that are not performing well. Allow extra time to finish in class assignments or give more homework for extra credit opportunities so the **parents** have a chance to **help** them at **home**."

"The principal is great!!"

"It's in a convenient location."

"The open **communication** with the **staff**."

"Groups are **smaller** than other schools and that all **school staff** know **children** by their names."

"I am able to see my sons grades whenever i want."

"**Que los** grupos no son tan grandes"

"**Los** motivan a ir a **college**"

"Personalized instruction in small class sizes."

"It's a small setting. And my **child** is learning a lot."

"The advancements my son is making with education"

"The positive interaction between the **teachers** and the **students**"

"The bond I can establish with my students."

"Most days are positive and rewarding."

"It is a small school and you become familiar with all the students their siblings and families. I also like that we are not dictated by a district office to have a pacing guide. We have freedom to make learning accessible to students in a relevant way."

"Small class size"

"This school gives students the opportunity to reach their dreams. It also helps those who may be undecided have a chance to investigate areas of interest."

"That it tries to work to students and parents to get them to move to the following grade."

"Although they are misbehaving sometimes, Students care the teachers."

"Ms. Daniel a change maker"

"Creative freedom to teach. The autonomy to be able to try out new ideas."

"Teachers And Staff"

"We work as a team, as a family take care of our students like they are own."

"I like the growth that we have shown. The interest in the arts."

"Strong support by admin and other teachers."

"students"

"The Students and staff"

"The people that we work with."

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

"Unethical/unteachable class size and a lack of support from administration when it comes to discipline and support for teachers. Pretty numbers seem to be more important than managing the current student population effectively."

"The lack of support from the parents. Even when you communicate with them, the student usually does not change behavior or academic issues."

"That the school is smaller"

"Some days are exhausting and I feel over extended. Everyone is doing 10 jobs to help all the kids. We do not have enough support staff on campus. We need more supplies for hands-on learning."

"I would really like for more students to stay for high school."

"Lack of respect from students"

"Student behavior in the classroom."

"There is a lack of respect from student. More parent engagement is needed."

"Lack of uniform enforcement."

"Students' lack of motivation."

"Disrespectful of students"

Students: Fights, a lot of students misbehave, how people are treated, if one kid acts up we all get in trouble. Better food, sports, consistent rules in classroom.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

"More Space"

"Athletic coaches please! Students request football and volleyball teams"

"I feel that parents should be required to volunteer here at the school.I feel that this would decrease parent/student apathy."

"Provide consequences to the students that will make them STOP and THINK about their behaviors. Consequences that send a message that certain behaviors will NOT be tolerated. Teach the students that the consequences they will face in the real world can have an impact on their futures."

"Less electives and less different subjects for each teacher to teach. With less preps, teachers can create more engaging lessons and take more time to get to know the subject matter as well as the students and how they learn."

"More supervision and councilors."

"-----"

"better **lunch** ,let us wear **free dress** and not **uniform** "

"We should get out more early because 3:13 is too late. Change the Tues. to Fri. times to 2:15 and change the Mondays time to 1:00"

"Time out of school at 3:00 o clock, better **lunch** , more rewards, more fun friday **activities** , more **free dress** , more time for **lunch** , a annual year round **staff** versus **students** baseball, softball, basketball, football, or volleyball game, **sports teams** , for middle and **high school** , a **LIBRARY** !!!!!!!!!!!!!, a **LIBRARY** , A **LIBRARY** , and more fun **activities** ."

"Don't make **rules** that affect both **high school** and **middle school** if only one is guilty."

"More space so we can learn more and not learn in these tiny bungalos like i feel like we should just connect **curtiss** and magnolia or even just move areas so the school would get bitter educatoin."

"BETTER SECURITY"

"get better **electives** , more space, and beter pe equipment"

"Get a janitor."

"Better **food** and more typies of **sports** ."

Great success take away focusing on our teachers----> Most teachers are doing a great job communicating with parents regularly, and it's good that parents know how easy it is to contact the teacher using Coolsis messages.

**Also another big celebration from the comments, the academic roadmaps and support we provide to ensure that students have a chance to go to college. We have an increase overall in all areas except growth mindset. This is a big jump for staff to consider Fairness, Rules and Norms are in place.

Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;

75%	57%
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We are in the right direction, we hear teachers and make adjustment to our practices...

MAGNOLIA SCIENCE ACADEMY - 4**2017-18 SCHOOL YEAR STAKEHOLDER SURVEY REFLECTIONS****Introduction:**

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.

Survey Participation Rates:

Current Year Survey Participation Rates:	Student: 97.8%	Family: 37.7%	Staff: 100%
Prior Year Survey Participation Rates:	Student: 88.1%	Family: 15.2%	Staff: 77.8%
Next Year Survey Participation Targets:	Student: $\geq 90.0\%$	Family: $\geq 50.0\%$	Staff: $\geq 90.0\%$

Findings:

This year we worked really hard to increase our participations rates. We completed the student surveys during the Advisory and SSR periods. This year we provided immediate incentives, which had a positive effect on our student participation rate. Our participation rates increased for all stakeholder groups. There was an increase in the participation rate with our families, however we did not meet the projected participate target.

We sent most of our parent surveys out via email and that created a problem in that many of them are not comfortable with computers. For next year, MSA 4 would like to opt for paper surveys until we can build capacity with our parents.

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "Overall, I am satisfied and would recommend this school to other students/parents/educators."

Current Year Overall Satisfaction Rates:	Student: 78%	Family: 98%	Staff: 89%
Prior Year Overall Satisfaction Rates:	Student: 74%	Family: 100%	Staff: 100%

Next Year Overall Satisfaction Targets:	Student: ≥80.0%	Family: ≥80.0%	Staff: ≥80.0%
<p>Findings:</p> <p>We realized an increase in overall satisfaction with our student population. Unfortunately, we experience a slight decline with our families and a decline with our staff. This data is crucial to the well-being of our school community and we will make every effort to maintain and/or increase our students' satisfaction rate and improve our family and staff rates.</p> <p>We experienced a change in personnel which has caused some dissatisfaction with our staff. There is a consistent effort being made to support all staff as we collectively strive to move our students toward greater academic and social success.</p> <p>We have had an increase in challenging behaviors and we continue to employ PBIS strategies with our students. Our enrollment is very transitory and it can take time for our new students to assimilate, but it usually happens. We will continue to support our students and staff in this area.</p> <p>To highlight what is being done well at MSA 4, this is what one of our parents wrote, "They're preparing all students for college and adulthood." Lastly, one of our students stated that he/she likes "That the teachers care about us and our future."</p>			

Average Approval Rates:

This rate measures our stakeholders' average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:

Topic 1: Climate of Support for Academic Learning; 75%, 100%, 94%

Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; 68%, 92%, 79%

Topic 3: Safety; 67%, 100%, 67%

Topic 4: Sense of Belonging (School Connectedness). 61%, 99%, 78%

"Students" are also asked questions in additional four topics which include indicators for social-emotional competencies:

Topic 5: Growth Mindset; 58%

Topic 6: Self-Efficacy; 55%

Topic 7: Self-Management; 70%

Topic 8: Social Awareness. 59%

Current Year Average Approval Rates:	Student: 65%	Family: 98%	Staff: 80%
Prior Year Average Approval Rates:	Student: 61%	Family: 99%	Staff: 92%
Next Year Average Approval Targets:	Student: $\geq 70.0\%$	Family: $\geq 80.0\%$	Staff: $\geq 80.0\%$
<p>Findings Based on Average Approval Rates of Survey Topics/Questions:</p> <p>MSA 4 has realized an increase in the area of our overall approval rating with our student stakeholder group. It is imperative to continue working in improving our students' experiences as they are best advertisement.</p> <p>GREATEST PROGRESS:</p> <p>Even with a slight decline with our student and staff stakeholder groups, climate of support for academic learning has the highest rating for each group. MSA 4 will continue to provide our students with academic supports during and after the instructional day.</p> <p>GREATEST NEEDS:</p> <p>All stakeholder groups have expressed concerns around student behavior/discipline. We have begun having critical conversations around how to appropriately address this concern - staffing, additional supports, training, etc.</p> <p>OPTIONAL:</p> <p>I found our staff survey results to be most surprising. We have begun having meaningful individual and whole group conversations in an effort to improve our staff's overall experience.</p>			

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

Each stakeholder group values our commitment to student learning and the supports that we provide. There is a

common appreciation around the fact that we have a family-like environment and that we are a small school.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

Our facility continues to be a concern for our stakeholders. Some of our students would like to see uniforms go away while some parents want to have our uniform policy strictly enforced. With regard to the concerns around uniform, we have increased the options offered to our students and we have spirit weeks along with several options for free dress days. We do need to work on ensuring that our students adhere to uniform policy. We offer all students uniform pieces to ensure that cost of purchasing any part of our school uniform does not create a burden for our families.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

Food - We have changed food service providers.

Discipline - We have begun discussions and planning around this concern.

Course offerings have been expanded each year as staffing allows. We survey our students to determine the elective options in which our students may have the most interest.

Individual concerns will be addressed accordingly.

MAGNOLIA SCIENCE ACADEMY - 5**2017-18 SCHOOL YEAR STAKEHOLDER SURVEY REFLECTIONS****Introduction:**

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.

Survey Participation Rates:

Current Year Survey Participation Rates:	Student: 96.7%	Family: 96.2%	Staff: 100%
Prior Year Survey Participation Rates:	Student: 89.4%	Family: 63.1%	Staff: 100%
Next Year Survey Participation Targets:	Student: $\geq 95.0\%$	Family: $\geq 90.0\%$	Staff: $\geq 95.0\%$

Findings:

Our participation rates grew in 2 out of 3 categories were the third maintained at 100%. What helped was working as a team to encourage students and families to complete the surveys as well as making sure each student completed the survey.

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "Overall, I am satisfied and would recommend this school to other students/parents/educators."

Current Year Overall Satisfaction Rates:	Student: 78%	Family: 98%	Staff: 100%
Prior Year Overall Satisfaction Rates:	Student: 74%	Family: 93%	Staff: 93%
Next Year Overall Satisfaction Targets:	Student: $\geq 80.0\%$	Family: $\geq 90.0\%$	Staff: $\geq 90.0\%$

Findings:

Proudly, all three groups showed growth in this category. Students grew by 4%, Family 5%, and Staff went up 7%. Overall, it is great to see such growth, especially as we are a school that is growing and has still a lot of work cut out

for us as we are only a 6-10th grade school and have several more years till we are complete. This is also an area that we still need to find out what is stopping even more students from agreeing or strongly agreeing to the satisfaction of their school

Average Approval Rates:

This rate measures our stakeholders’ average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:

- Topic 1: Climate of Support for Academic Learning;
- Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;
- Topic 3: Safety;
- Topic 4: Sense of Belonging (School Connectedness).

“Students” are also asked questions in additional four topics which include indicators for social-emotional competencies:

- Topic 5: Growth Mindset;
- Topic 6: Self-Efficacy;
- Topic 7: Self-Management;
- Topic 8: Social Awareness.

Current Year Average Approval Rates:	Student: 64%	Family: 97%	Staff: 93%
Prior Year Average Approval Rates:	Student: 61%	Family: 94%	Staff: 93%
Next Year Average Approval Targets:	Student: ≥65%	Family: ≥90%	Staff: ≥90%

Findings Based on Average Approval Rates of Survey Topics/Questions:

The same is shown here in the other areas. We are either showing growth in all categories or we are maintaining with our percentages. Students and families grew 3% each while the staff maintained at 93%.

GREATEST PROGRESS:

Growth mindset for students went up 12%, overall experience for staff went up 7% and the same area for family

members and it went up 5%. These all show positives for our school and we will continue to provide a campus for students where they are encouraged to grow as a student and person. For staff and families, we will also continue to make them part of the equation to making a great school

GREATEST NEEDS:

For students, self-efficacy is still a major issue. This went down 1% and it was a concern of ours last year as well. We are looking to continue to dig deeper and find better ways to address this with students, staff and families.

For staff, though safety went up 5%, it is still not enough and is still needed to be focused on. Nine staff members felt that, racial/ethnic conflict among students was a mild or moderate problem, so we will need to address this with PD for staff, workshops for parents and assemblies and class discussions (Life Skills in particular) with students.

For Families, safety as well is an area to tackle as it did show growth, but the surrounding area to our campus is still an area that needs to be addressed. We will continue to work with our co-location and law enforcement, plus elected officials about the surrounding area. We are fortunate to be currently working with Mr. Blumenfield's office on homelessness and will hopefully branch out to focusing more on our communities safety as well.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

What I enjoyed the most came from the students. A lot of students felt that their teachers and other staff members did in fact care about them and wanted them to succeed. This is something that I feel our team does do daily and we will continue to emphasize this as we hire on more staff members to our team.

The staff feel connected and enjoy working together. Plus staff feel that they are on the same page and the small school size and familiarity they get with the students.

The families like the school size and the individual attention their children get as well as the attention that they get, plus how they are treated by the staff.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

Students never ending battle to obtain lockers is always something most do not like, plus the uniform. With these two items, we will continue to inform them the reasoning behind why we do not have lockers (space and co-location) as well as the benefits to uniforms. Also, I have learned that the older students are usually in favor of the uniforms, but we only have 9th and 10th grade and that makes up 43 of our student population. I can see the change will happen in a few years.

Staff still struggle with the amount of space or rooms available. We are currently juggling rooms and teachers still have difficulty find an area to work during their prep periods or even having their own classroom. We are continuing to work with the Prop. 39 office and our co-located school to provide more space for our students, staff and families.

Families chief complaint is the school site. They would like to have their kids have more facility space. This is something that we are addressing and look forward to providing more for our school in the near future.

Overall for the areas of improvement, it comes down to space for all three areas. The school plans to continue to acquire more space as we grow into a full 6-12 grade span school We have already been offered two additional rooms for next year and will work on getting a few more before the final SUA and FUA are submitted.

MAGNOLIA SCIENCE ACADEMY - 6**2017-18 SCHOOL YEAR STAKEHOLDER SURVEY REFLECTIONS****Introduction:**

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.

Survey Participation Rates:

Current Year Survey Participation Rates:	Student: 99.4%	Family: 84.2%	Staff: 100%
Prior Year Survey Participation Rates:	Student: 97.7%	Family: 54.7%	Staff: 93.3%
Next Year Survey Participation Targets:	Student: $\geq 98.0\%$	Family: $\geq 84.0\%$	Staff: $\geq 95.0\%$
Findings:			
Our parent, student and staff participation rates went up in 2018 and we met our LCAP goals. We have sent emails, voicemails and paper surveys to parents in addition to online survey. We provided free dress passes for students and took our staff for lunch after survey completion.			

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "Overall, I am satisfied and would recommend this school to other students/parents/educators."

Current Year Overall Satisfaction Rates:	Student: 77.0%	Family: 96.0%	Staff: 100.0%
Prior Year Overall Satisfaction Rates:	Student: 75.0%	Family: 97.0%	Staff: 88.0%
Next Year Overall Satisfaction Targets:	Student: $\geq 75.0\%$	Family: $\geq 90.0\%$	Staff: $\geq 85.0\%$
Findings:			
According to overall survey satisfaction report, staff satisfaction rate has increased by 7%. However, there was a decrease in student satisfaction rate by 4% and a decrease in parent satisfaction rate by 2%.			
Based on the survey satisfaction rates, staff and parents are happy with MSA-6's overall quality of education, safe			

small positive learning environment. Families reported that they are satisfied with “climate of support for academic learning and school connectedness”.

Here are some free responses from the parents:

"The best part about this school is the communication between the school and the **parents**. I always know what is going on."

"I like the **fact** that they really care about my **child's** education and they treat me with **respect**."

Most of our staff members commented on feeling supported by administration. They also like the family feeling of the school and great relationships among the staff members.

Here are some free responses from the staff:

"My school is very "close-knit." The staff and students all have an opportunity to get to know each other well, which creates more meaningful relationships. I am able to connect with my students on more significant levels because we see each other so much. My school administration and leadership is also extremely supportive of my professional development as a teacher, and provides a lot of opportunity for me to grow and learn."

"I like my Admin team and colleagues, student overall are polite and respectful, the school is a safe school to work at."

Students reported that they don't like dress code, disrespectful behaviors from their peers, and the amount of homework. They also want a better sports field and more sports activities.

Here are some free responses from the students:

"What I don't like about the school is the **dress code**."

"I like least that some **kids** aren't really nice to others."

"Something I least like about my school is that the **teachers** give hard **homework**."

"What I least like about this school is that there no **soccer field** or a boy team or a girls team."

Average Approval Rates:

This rate measures our stakeholders' average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:

Topic 1: Climate of Support for Academic Learning;

Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;

Topic 3: Safety;

Topic 4: Sense of Belonging (School Connectedness).

“Students” are also asked questions in additional four topics which include indicators for social-emotional competencies:

Topic 5: Growth Mindset;

Topic 6: Self-Efficacy;

Topic 7: Self-Management;

Topic 8: Social Awareness.

Current Year Average Approval Rates:	Student: 62.0%	Family: 97.0%	Staff: 95.0%
Prior Year Average Approval Rates:	Student: 75.0%	Family: 97.2%	Staff: 88.0%
Next Year Average Approval Targets:	Student: $\geq 70.0\%$	Family: $\geq 80.0\%$	Staff: $\geq 80.0\%$
<p>Findings Based on Average Approval Rates of Survey Topics/Questions:</p> <p>Our average approval rates remained high for staff and families. Staff approval rate increased by 7%. Families approval was the same. However, student approval rate decreased.</p> <p>GREATEST PROGRESS:</p> <p>We have seen an increase for the following:</p> <p><u>For Family survey:</u></p> <p>Climate of Support for Academic Learning, Sense of Belonging (School Connectedness)</p> <p><u>For Staff survey:</u></p> <p>Climate of Support for Academic Learning, Sense of Belonging (School Connectedness) Knowledge and Fairness of Discipline, Rules and Norms.</p> <p><u>For Student survey:</u></p> <p>Safety, Growth mindset, Self efficacy</p> <p>GREATEST NEEDS:</p> <p>We have received some constructive feedback from our families, staff, and students. Please see the following:</p> <p><u>For Family survey:</u></p> <p>Parents are overall happy with our school but would like to see some improvements on double parking issue during pick up/drop off, facility improvement, more electives (art, music) and more activities (sports, field trips).</p> <p><u>For Staff survey:</u></p> <p>Staff is happy with our school and suggesting to have art-music programs, more culture building activities,</p>			

retaining teachers at our school for a stable environment.

For Student survey:

Students were more critical for this year's survey. There was a decrease for school belonging (school connectedness) and Knowledge - Fairness of Discipline, Rules and Norms. Students suggest that our school should provide more fun activities, sports, bigger place to play, more free dress, less homework, electives like art and music.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

Our parents like the small and safe learning environment at our school. They appreciate teachers' dedication and staff's hard work. They think that the staff is friendly and communicates well with the parents.

Our students love our teachers and staff. They think that all teachers care about the students. Students love PE classes, lunch-nutrition break sport activities, small school size and the meal we provide for breakfast, lunch and after school.

Our staff likes the great relationship among the staff members and family feeling in this small setting. They appreciate administration's support and help. They think that students are mostly respectful and polite.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

Our parents reported that they don't like how some parents double park and block the road during drop off/pick up time. They think that there are not enough electives, activities and after school programs.

Our staff reported that there is lack of parent involvement and students don't have a feeling of school ownership. They think that there must be more programs for the kids.

Students reported that they don't like dress code, rude behaviors/inappropriate language from their peers, and the amount of homework. They also don't like the black top area for sports and small play area.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

Families:

"Have school policies be more strict about families participation"

"To have a longer after school program. And have any elective classes"

"Have a night of parent dialogue **Mandatory** so that other **parents** that are not involved can be brought up to date. Seeing some of the **children's** behavior is only a reflection of what is going on at **home.** "

Staff:

"I feel that the school lacks a sense of culture or ownership. Many students are unaware that we have a mascot. Most of our energy goes to providing a rigorous curriculum to a diverse set of learners, and we do not have staff in place to oversee events, planning, and culture. I feel that the pride for our school could be improved. I wish that parents were more involved as well."

Students:

"That the school will expand the **play** are and get a grass area."

"What I would recommend is to get rid of the school dress code."

"Something I would like to offer to improve my school is that it should have more after school activities."

"to get **lockers** for the **changing room.** and to actually have a school team for some type of **sport** that can **play** other schools."

MAGNOLIA SCIENCE ACADEMY - 7**2017-18 SCHOOL YEAR STAKEHOLDER SURVEY REFLECTIONS****Introduction:**

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.

Survey Participation Rates:

Current Year Survey Participation Rates:	Student: 98.7%	Family: 100%	Staff: 90%
Prior Year Survey Participation Rates:	Student: 98.9%	Family: 67.1%	Staff: 94.4%
Next Year Survey Participation Targets:	Student: $\geq 99\%$	Family: $\geq 90\%$	Staff: $\geq 95\%$

Findings:

Since students take the survey during school time, the completion rate is high, other than absent students or in rare cases they are not permitted by the parents. Family rate is higher this year; motivated students increase the number of surveys turned in. Parents submitted their surveys online and hard copies, since we do not ask them to write their names duplicate turn ins might be seen, so the real participation of parents may be less than 100%. Some staff do not use email, there should be paper based surveys with spanish translation.

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "Overall, I am satisfied and would recommend this school to other students/parents/educators."

Current Year Overall Satisfaction Rates:	Student: 86%	Family: 99%	Staff: 89%
Prior Year Overall Satisfaction Rates:	Student: 89%	Family: 98%	Staff: 88%
Next Year Overall Satisfaction Targets:	Student: $\geq 90\%$	Family: $\geq 99\%$	Staff: $\geq 90\%$

Findings:

Family comments:

"The **staff** and management! The **principal** and vice **principal** are just wonderful always willing to talk and super involved. The **teachers** are passionate and really communicate with the **parents**. I also LOVE the fact that they have a soccer field! And plenty of space of the **kids** to play! "

"There is so much passion that exudes from each **teacher**. I am blown away at their **dedication** and drive for all these **kids**. They truly want each and every **child** to succeed."

Average Approval Rates:

This rate measures our stakeholders’ average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:

Topic 1: Climate of Support for Academic Learning;

Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;

Topic 3: Safety;

Topic 4: Sense of Belonging (School Connectedness).

“Students” are also asked questions in additional four topics which include indicators for social-emotional competencies:

Topic 5: Growth Mindset;

Topic 6: Self-Efficacy;

Topic 7: Self-Management;

Topic 8: Social Awareness.

Current Year Average Approval Rates:	Student: 69%	Family: 98%	Staff: 92%
Prior Year Average Approval Rates:	Student: 67%	Family: 99%	Staff: 89%
Next Year Average Approval Targets:	Student: ≥70.0%	Family: ≥99%	Staff: ≥93%

Findings Based on Average Approval Rates of Survey Topics/Questions:

MSA-7 staff members believe that some of the questions for the students are not clear enough according to their ages.

GREATEST PROGRESS:

Greatest progress seen in the staff surveys’ satisfaction and sense of belonging to the school. It may be the result of

open door policy to any staff member besides addressing their needs as soon as possible within the limits of school.

This can be maintained by continuing the support and keeping the communication paths open within the organization.

GREATEST NEEDS:

Students growth mindset and self efficacy should be addressed in classroom teaching. Staff(teachers) need training on it. According to our supervision team, we do not allow any bullying. However, some students shared this problem. Students are at all times under the supervision other than restrooms at MSA-7.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

Small school, communication is easy between the staff and families, dedicated staff members.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

Not enough and well maintained playground, parking area, need to have music program. Need to have magnet-gifted program.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

Facility should be improved. More programs attracting high achieving students should be adopted.

MAGNOLIA SCIENCE ACADEMY - BELL**2017-18 SCHOOL YEAR STAKEHOLDER SURVEY REFLECTIONS****Introduction:**

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.

Survey Participation Rates:

Current Year Survey Participation Rates:	Student: 100%	Family: 100%	Staff: 100%
Prior Year Survey Participation Rates:	Student: 94.4%	Family: 105.3%	Staff: 100%
Next Year Survey Participation Targets:	Student: ≥80.0%	Family: ≥80.0%	Staff: ≥80.0%

Findings:

As a school, we take pride to hear and adapt based on the feedback, we are ready to meet the needs of our learning community. As motivation for participation, we provided free dress to all participants, including the teachers. Other prizes or incentives included pizza parties, CoolSIS points, gift cards, phone reach message.

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "Overall, I am satisfied and would recommend this school to other students/parents/educators."

Current Year Overall Satisfaction Rates:	Student: 80%	Family: 97%	Staff: 75%
Prior Year Overall Satisfaction Rates:	Student: 83%	Family: 96%	Staff: 89%
Next Year Overall Satisfaction Targets:	Student: ≥80.0%	Family: ≥80.0%	Staff: ≥80.0%

Findings:

Students

"What I like best about my school is that the teachers and staff are very kind and very helpful to us students. Very interactive and very involved with students life. Teachers are always pushing their students to do their very best and are always encouraging us. The students here are very nice. They always take notice when one of their own classmates aren't happy, and they are extremely helpful to one another," according to MSA Bell student. This quote speaks to the school culture and supportive experience. Means of support includes counseling, after-school enrichment, home visits, various opportunities for involvement, and support within the school day to assist students reach their academic potential.

Families

For families, all topics are in the mid and high 90th percentile. The main theme of emphasis is the learning community experience. Surveys echoed that staff is supportive of their child and the high expectations create a safe environment conducive to learning.

Staff

"I enjoy the supportive relationships I have with my peers, especially most of my grade level team. I enjoy that I have freedom to pick and choose my curriculum. I like how a lot of the staff get involved with school events/activities, which hopefully promotes a sense of unity with students." The goal as a leadership team is to provide a supportive environment that allows staff members to grow and focus on the main responsibility which is commitment to helping all learners succeed.

Average Approval Rates:

This rate measures our stakeholders' average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:

- Topic 1: Climate of Support for Academic Learning;
- Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;
- Topic 3: Safety;
- Topic 4: Sense of Belonging (School Connectedness).

"Students" are also asked questions in additional four topics which include indicators for social-emotional competencies:

- Topic 5: Growth Mindset;
- Topic 6: Self-Efficacy;
- Topic 7: Self-Management;
- Topic 8: Social Awareness.

Current Year Average Approval Rates:	Student: 68%	Family: 96%	Staff: 78%
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Prior Year Average Approval Rates:	Student: 67%	Family: 95%	Staff: 84%
Next Year Average Approval Targets:	Student: ≥70.0%	Family: ≥80.0%	Staff: ≥80.0%

Findings Based on Average Approval Rates of Survey Topics/Questions:

GREATEST PROGRESS:

The approval rating remained stagnant for the most part, some categories had a slight dip. Here are the areas of strength and progress.

- Knowledge and fairness of discipline, rules, and norms (all stakeholders, 70%+)
- Climate of academic support (all stakeholders, 80%+)

Our goal is always to maintain a learning environment that is safe, therefore conducive for learning at the maximum level possible. As a school, the focus on social-emotional development is crucial for ensuring this community of safety. We continue to seek opportunities to train stakeholders in this area to meet the ever changing challenges of society and the academia world.

GREATEST NEEDS:

The various topics were analyzed to address specific needs within the learning community. Findings are in the infant stage and will require further investigation.

- Growth Mindset and Social-Emotional Development (students, 40th-50th percentile, CORE District Database)
- Sense of Belonging (staff, 20th-39th percentile, CORE District Database)

One of the initiative started last year was the introduction of personalized, blended learning with the partnership through Summit Public Schools. Through personalized learning, students are to develop behaviors of self-directed learning (*challenge seeking, persistence, strategy shifting, help-seeking, and response to setbacks*) and habits of success (*self-awareness, self-management, social awareness, interpersonal skills, decision-making skills, and responsible behavior*). A focus and shift needs to be narrated among all stakeholders that the usage of technology is not to replace the teacher in the classroom, but to effectively leverage technology to improve learning and the student experience in preparation for the challenges of the future.

Support of beginning teachers into the learning community seems to be a reoccurring theme. Over time, staff has transitioned to various roles or other sites, due to various reasons such as salary, location, promotions, etc. The ability to training and adjust to the school learning expectation and culture is compromised when a high percentage of turnover occurs every year. Current ideas that are being investigated is new teacher/staff training for a smooth transition into the culture and expectations of the school. Another area of support is the establishment of an in-house mentorship program that assigns veteran teachers to new teachers for support throughout the year. Support would include regular dialogue and feedback as conducted through lesson review, observation, and other school related duties.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

The following were main themes that were identified by the various stakeholders per the free responses:

- Students: friends and staff
- Staff: strong culture and community
- Families: Strong staff and high expectations

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

The following were main themes that were identified by the various stakeholders per the free responses:

- Students: summit platform and uniform
- Staff: school cleanliness, salary, new hire performance and support
- Families: traffic around perimeter, school cleanliness, and food options

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

Upon analysis of the feedback provided, professional development is needed in the area of personalized learning and effective leverage of technology to improve learning and the student experience. Furthermore, professional development for new staff members was identified as an area of need. When the turnover rate is high, this creates additional need in the area of support and adds stress to the implementation of initiatives that have a school-wide impact on the culture. Future plans for creating a new hire orientation is in the work, as well as additional in-house support.

Some items of needs have been identified that is beyond the control of the school. Food services is provided through LAUSD, as a school leader, options are limited as to what is served, because is has to abide by federal mandates. However, the food selection has improved and parents are made aware of their ability to provide feedback through LAUSD's website. In regards to the parking and traffic around the perimeter of the school this is problematic here and around surrounding schools. As a leadership team, a systematic drop-off zone has been created and implemented. It has received great praise during the Bell Collaborative Meeting.

MAGNOLIA SCIENCE ACADEMY - SAN DIEGO**2017-18 SCHOOL YEAR STAKEHOLDER SURVEY REFLECTIONS****Introduction:**

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.

Survey Participation Rates:

Current Year Survey Participation Rates:	Student: 88.7%	Family: 50.4%	Staff: 86.7%
Prior Year Survey Participation Rates:	Student: 93.6%	Family: 32.3%	Staff: 83.8%
Next Year Survey Participation Targets:	Student: ≥80.0%	Family: ≥55.0%	Staff: ≥80.0%

Findings:

We had an increase in both family and staff response rates and a slight decrease in student response rates this year. We think the reason for the increase in the family responses is constant reminders in our weekly calls, newsletters and parent meetings. For staff surveys we dedicated a staff meeting for the full time staff to complete the survey. Giving a designated time helped full time staff to provide feedback. This year our team decided not to provide incentives for student survey completion, instead we had teachers discuss importance of student feedback during the advisory period. Although we had a decrease in survey participation we had more responses to free response questions.

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "Overall, I am satisfied and would recommend this school to other students/parents/educators."

Current Year Overall Satisfaction Rates:	Student: 76.0%	Family: 92.0%	Staff: 88.0%
Prior Year Overall Satisfaction Rates:	Student: 81%	Family: 98.0%	Staff: 83.0%
Next Year Overall Satisfaction Targets:	Student: ≥80.0%	Family: ≥80.0%	Staff: ≥80.0%

Findings:

There is a 5% decrease in student satisfaction rate and 6% decrease in family satisfaction rates. 2017-18 school year had a rough start for all of the stakeholders at MSA-San Diego. We started at a temporary site for 8 weeks, and when we moved to our permanent site we didn't have access to our MPR building and lunch area (25% of the campus). Although there was a decrease in parent and student satisfaction rates, the free responses show that the main reason for the decrease was facility issues. On the other hand the lack of facilities and resources didn't stop our staff and admin team from providing the same quality academic and extracurricular programs for our students. Here is a sample comment from a parent regarding construction challenge, "I was disappointed that the construction was not completed in time this year but I think all the staff and Principal did a great job managing the whole process with the many pitfalls."

Based on the survey results and free responses our students and parents are happy with the quality education, small school setting, dedicated teachers ("I like that the teachers are so passionate to teach the students here. I feel like they want to teach us, and care for us and our learning."), elective options and extracurricular activities such as tutoring ,clubs, archery, band, basketball, cross country, and robotics .

Some quotes from the free responses:

"There are so many opportunities for the students. Not only do students have different choices in their core classes, but there are also so many different clubs and electives that students can be a part of." -Student

"I like how i have a lot of nice friends here. I also feel that this school is a safe environment" -Student

"I like that the teachers and staff are very supportive and help students with anything they need." -Student

"I love Everything about this school!!The Staff are outstanding, hardworking, professional, caring people! I truly love their dedication to everyone they come in contact with. The enthusiasm towards the Kids and parents. how can u not fall in love with that? Always responding to our questions or needs quickly. The passion and drive is incredible! We are blessed to have gotten into the school! I wished there was a high school by Magnolia science academy!" -Parent

"Small size, great teachers, very pleasant office staff, great leadership " -Parent

"Uniforms. COOLSIS. For the most part, the students are well mannered and accepting of one another. Smaller student population than public middle schools. The teachers know and care about their students. Friendliness of teachers and staff. The students are treated with respect and not like prison inmates. Overall, I think Magnolia is a great school. I wish the school went through high school. It is a safe and kind environment where students can learn." -Parent

"I like that Magnolia provides teachers opportunities to be creative and implement the curriculum in a way that suits their teaching style and their students learning needs." -Teacher

"I like the diversity in student and teacher population" -Teacher

Average Approval Rates:

This rate measures our stakeholders' average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:

Topic 1: Climate of Support for Academic Learning

Topic 2: Knowledge and Fairness of Discipline, Rules and Norms

Topic 3: Safety

Topic 4: Sense of Belonging (School Connectedness)

“Students” are also asked questions in additional four topics which include indicators for social-emotional competencies:

Topic 5: Growth Mindset

Topic 6: Self-Efficacy

Topic 7: Self-Management

Topic 8: Social Awareness

Current Year Average Approval Rates:	Student: 66.0%	Family: 92.0%	Staff: 84.0%
Prior Year Average Approval Rates:	Student: 67.0%	Family: 96.0%	Staff: 72.0%
Next Year Average Approval Targets:	Student: ≥70.0%	Family: ≥80.0%	Staff: ≥80.0%

Findings Based on Average Approval Rates of Survey Topics/Questions:

Our approval rating for both parents and students decreased. Based on the free responses the main reason for the decrease is not having facilities for the first 8 weeks and the late completion of the permanent site. On the other hand, the staff approval rate increased this year. The main factor in this increase was the “Knowledge and Fairness of Discipline, Rules and Norms ” section of the survey. There is a 30% increase in this area. We believe that the 3-day restorative practices certification program during summer inservice helped teachers feel comfortable with the expectations and also helped all staff to be on the same page regarding expectations.

GREATEST PROGRESS:

One of our goals for our students is to provide a learning environment where student learn skills to become independent learners. Based on student survey results the highest approval rates are “Self Management ” and “Climate of Support for Academic Learning”. These results attest that we are on the right path.

In the parent surveys the highest approval rating is in the “School Safety ” and “Climate of Support for Academic Learning” topics.

Based on the staff surveys the highest approval rating is in “Climate of Support for Academic Learning”.

These results show that all of our stakeholders feel that our school provides a safe learning environment that focuses on academic excellence and supports students to become independent learners. This is exactly what we promise to do in our school’s mission and vision statements.

GREATEST NEEDS:

Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all student” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?

Based on student and staff responses the lowest approval rating is in the school safety topic. The main questions that lead to this low approval ratings are the physical interactions among students and the incident that happened in the school in Florida. Our school held multiple safety assemblies and increased supervision to address the student and staff concerns.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

Students:

- Teachers (“I like that the teachers are so passionate to teach the students here. I feel like they want to teach us, and care for us and our learning.”)
- Friends, nice and friendly.
- Classes: history, PE, science, advanced math, electives, SSR
- Extracurriculars: tutoring and clubs, archery, band, basketball, cross country

Families:

- Uniforms
- Great communication from staff/teachers
- Very friendly staff
- Teachers are involved and care about students
- Small size; student to teacher ratio
- Enjoy programs offered; STEAM-focused

Staff:

- Collaboration and teamwork; grade level teams; teachers are supportive of each other
- Freedom in creating own curriculum and teaching
- Small school; students are well-behaved

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

Students:

- Uniforms
- Some disrespectful students
- Old chromebooks and technology
- No trees, plants or flowers on campus
- Campus change and small play area.

Families:

- New location/layout of new school not ideal (much smaller with not adequate sports/PE area)
- Locker rooms for children to change in

Staff:

- MPS Home Office (lack of support, facilities planning)
- Sharing rooms with other teachers
- Staff has too many responsibilities

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

Students:

- "Be a lot stricter on the school troublemakers"; have an assembly explaining all the rules; bullying and drug awareness
- Allow non-uniform jackets and shoes
- More greenery, get lockers, shade structure, more lunch benches
- More Electives,
- No Uniforms
- Need bigger campus

Families:

- Ensure fully functional facility (lockers, sports area, etc)
- Partner with neighboring school/park to offer sports/pe

- Change lunch vendors
- Improve organization of parking (congestions and too short open parking lot time windows)
- Better way to communicate assignments

Staff:

- Time for grade level or dept. meeting/planning
- More support from the Home Office; visits should be more frequent than every two or three months
- More frequent walkthroughs by the administration
- More support staff in the classrooms

MAGNOLIA SCIENCE ACADEMY - SANTA ANA**2017-18 SCHOOL YEAR STAKEHOLDER SURVEY REFLECTIONS****Introduction:**

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.

Survey Participation Rates:

Current Year Survey Participation Rates:	Student: 88.5%	Family: 70.7%	Staff: 91.4%
Prior Year Survey Participation Rates:	Student: 90.3%	Family: 80.2%	Staff: 73.6%
Next Year Survey Participation Targets:	Student: $\geq 90.0\%$	Family: $\geq 80.0\%$	Staff: $\geq 90.0\%$

Findings:

Our participation rate decreased this year for Students and Families by an average of 3.8% from 2016-17. However our participation increased this school year by 17.8% for Staff. In the future, we will offer more opportunities for parents to complete the surveys at campus. This can be done via internet in the library or computer lab. We will also offer parents more time to complete the paper survey at events such as Coffee with the principal and ELAC meetings. As far as student participation we will allow them more time to complete and offer positive incentives for doing so.

It was helpful to give teachers allocated time, during staff meeting, to complete their surveys and to send reminders a few days before our deadline that included current participation rates. Allowing teachers to have more collaboration time, common planning periods and or PE scheduled with grade levels and/or common subjects so that teachers can coplan, teach and reteach collectively.

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "Overall, I am satisfied and would recommend this school to other students/parents/educators."

Current Year Overall Satisfaction Rates:	Student: 64%	Family: 89%	Staff: 51%
Prior Year Overall Satisfaction Rates:	Student: 69%	Family: 90%	Staff: 78%
Next Year Overall Satisfaction Targets:	Student: $\geq 80.0\%$	Family: $\geq 85.0\%$	Staff: $\geq 70.0\%$

Findings:

We've experienced drops in all categories with parent satisfaction having a slight decrease of 1%, student satisfaction decreasing by 5%, and a significant staff satisfaction decrease of 27%.

The significant drop in satisfaction from staff of 27% is concerning, and upon review of staff responses we can understand that reasons for the dissatisfaction include:

- Student discipline
- Safety
- School procedures
- Staff supplies and resources

Inspection of the Panorama surveys reveal that staff, parent, and student alike feel the topics of Safety, Discipline Rules and Norms, and socio-emotional learning skills of students (Self-Management, Self-Efficacy, Growth Mindset) are the primary areas of concern. This survey feedback informed our current WASC School-Wide Action Plan.

As stated in our WASC findings, we realize that a significant reason for dissatisfaction among staff is due to a feeling of a lack of support. Our student population got larger, our student population has many difficulties as we have an abnormally high number of students with special needs, are English Language Learners, have trauma in their pasts, and/or are homeless. We tried to help provide more support by having a separate Dean of Academics for secondary and another for primary, which helped. A few weeks ago, we added a second Dean of Students position to try to help increase that support from leadership and to address most of the above reasons, like increasing follow up with student discipline, especially repeat offenders, revamping our safety and school procedures to ensure we all speak a common language and have similar expectations of behavior. After this survey was given, we now have one location on a shared Google Drive for staff to add concerns, as well as suggestions, to current problems of all kinds (including academic, disciplinary, or workplace issues or concerns). This should help us create more of a sense of agency among all stakeholders, including teachers, paraprofessionals, office staff, etc.

Other concerns voiced include inadequate play area for students and parking for staff and parents. Teachers expressed concerns over the number of high needs Special Education students and the lack of resources to support them. Teacher turnover was another notable concern.

Safety concerns were among the most prominent. In addition to inadequate facility space, other prioritized safety concerns include lack of supervision, gate and general access to the campus, discipline procedures and consequences, and after-school program concerns.

Average Approval Rates:

This rate measures our stakeholders’ average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:

- Topic 1: Climate of Support for Academic Learning;
- Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;
- Topic 3: Safety;
- Topic 4: Sense of Belonging (School Connectedness).

“Students” are also asked questions in additional four topics which include indicators for social-emotional competencies:

- Topic 5: Growth Mindset;
- Topic 6: Self-Efficacy;
- Topic 7: Self-Management;
- Topic 8: Social Awareness.

Current Year Average Approval Rates:	Student: 61.0%	Family: 88%	Staff: 64%
Prior Year Average Approval Rates:	Student: 65.0%	Family: 90%	Staff: 79%
Next Year Average Approval Targets:	Student: ≥70.0%	Family: ≥80.0%	Staff: ≥80.0%

Findings Based on Average Approval Rates of Survey Topics/Questions:

We’ve experienced almost the same rate on approval rate for students and a slight decrease on approval rates for parents. There is a remarkable decrease on approval rates for staff.

GREATEST PROGRESS:

We tried to help provide more support by having a separate Dean of Academics for secondary and another for primary, which helped. A few weeks ago, we added a second Dean of Students position to try to help increase that support from leadership and to address most of the above reasons, like increasing follow up with student discipline, especially repeat offenders, revamping our safety and school procedures to ensure we all speak a common language and have similar expectations of behavior. Additionally, we’ve added a campus safety to ensure

that our students are safe and that someone monitors the hallways consistently. After this survey was given, we now have one location on a shared Google Drive for staff to add concerns, as well as suggestions, to current problems of all kinds (including academic, disciplinary, or workplace issues or concerns).

There is a slight decrease in Climate of Support for Academic Learning for staff and students. Our School climate is good from parents' perspective, but we need some improvements from students and staff perspectives. We are proud of that we have a Professional Learning Community (PLC) in MSA Santa Ana for every stakeholder including parents.

We are planning to maintain to be a Professional Learning Community (PLC) for everybody in MSA Santa Ana by having the targeted professional development for staff. Training and support to our students and parents regarding their needs.

GREATEST NEEDS:

Using common language and implementing School wide rules among staff instead of individual and situational decisions are the greatest needs in MSA Santa Ana according to students, parents, and staff.

In order to be able to focus on these needs we need to have more trainings by working on School Climate & Culture. School wide rules including school's daily routines/operations should be consistent and their written resources (Policies and procedures, Employee HB, Student & Parents HB) should be implemented.)

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

Students:

Students in Elementary like their teachers and all the STEAM related activities that take place in their school. Students in Secondary also like their teachers and their college counselor, Mrs. Hulya. The students enjoy their AP classes and PE! Additionally, students in secondary like having small class size, the friends that they've made and the pizza hut they get for lunch once a month!

Family:

Similar to our students, our families like the teachers and the college readiness program that we offer to students. The parents also like the "family feel" environment, the student information system that facilitates

communication. Additionally, the parents like having a K-12 school model in order to drop off all of their school aged students in once location.

Staff:

The staff enjoys working with each other and really enjoy their colleagues. Staff feels that their colleagues are professional, supportive; collaborative and that everyone genuinely wants to improve the school.

The pattern that we see all across is that our teachers and staff are highly regarded and make our students, family and team feel like we are truly a “family.” We are very proud to see that our teachers are regarded as highly effective and appreciated by stakeholders because we know that effective teachers/staff make a school an effective one too. In order to maintain this high regard for teachers, we want to ensure that our teachers are supported and that we continue to hire “ideal team players.” We will maintain our environment of collaboration by continuing to intentionally provide time for our teachers to work together and to have a voice in the decision making process.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

Students:

The Elementary students like least the food and not having enough area to play or a permanent playground. The students also reported that there are mean comments/name calling/bad words happening in school. The Secondary students strongly dislike the school food, the crowded hallways, the restrictions to bathroom usage and having multiple Spanish teachers this year.

Families:

Our families feel that our school can improve its structures and systems to make our school more efficient. More specifically, our parents have concerns about our limited parking space and the drop off/pick up system in place. Additionally, our families indicated that they do not feel that we have enough supervision and safety is a concern for them. Our parents agree with students that there needs to be a playground and additional programs to engage students in the Arts (music/art). Our families expressed a disconnect with communication and were not satisfied with our front office staff. Lastly, families are not satisfied with the enforcement of our rules and discipline and have concerns with the turnover of some staff.

Staff:

Our staff indicated that they need additional support and training in the areas of SpEd and full inclusion, due to our high % of SpEd students (with HIGH needs). Additionally, our staff indicated that student discipline isn’t consistently being enforced and that the number of student behavior issues hasn’t decreased. Staff also voiced their concerns for their working hours, staff feels that their working hours should be more flexible and reflect their schedule more instead of being the same for all teachers.

The common area of concerned that was mentioned by all stakeholders was regarding the student behaviors. The students do not feel safe in the hallways due to overcrowding, staff

don't feel like the rules are followed, and parents feel that we need to enforce our rules. The school has agreed to hire a second dean of students and a secondary campus safety to better monitor the hallways and supervise student behaviors. The additional dean of students will ensure that the students are provided with PBIS levels of support and that consequences are served. Additionally, the rules and expectations are re-evaluated and adjusted as needed to ensure that all stakeholders understand the school rules and follow them.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

Students:

The Elementary students suggested that we offered better food, a playground, and more sports. The Secondary students suggested better food, having more sports, and having a gym. Additionally, the students suggested that we revisited our teacher contracts because they would not like to see teacher leaving in the middle of the year. Lastly, students suggested that the school have stricter punishment for some students that display repetitive negative behaviors.

Families:

Our families strongly voiced their concerns for our lack of parking which they expressed takes away from parents participating in school events. Additionally, the parents expressed some concerns about the lack of signage and suggested that the school work closely and demand that the city provide adequate signage. Our families also suggested that we had more staff to provide ample supervision and to enforce rules and consequences. Lastly, parents expressed their concerns about having teachers leave in the middle of the year and suggested that we hire more experience and well equipped teacher and after school staff.

Staff:

Our staff suggested to have more support staff for supervision, that doesn't require teachers to supervise during their breaks. Staff suggested that we select 1-2 things to focus for the year so that we work smart and not hard. Lastly, teachers suggested that we provide targeted and intensive support for new teachers so that they are better equipped to work with our high needs populations.

The pattern that I see amongst all stakeholders is that all want more space for students to engage in sports and extracurricular activities. The stakeholders all suggested that teachers should receive more support to prevent the high turnover in the middle of the year.

Cover Sheet

Financial Update- February 2018

Section: III. Discussion Items
Item: E. Financial Update- February 2018
Purpose: Discuss
Submitted by:
Related Material: III E Feb' 18 Financial.pdf



Business and Development Specialists
for Charter Schools

MEMORANDUM

TO: Caprice Young, CEO, Magnolia Public Schools
FROM: EdTec
SUBJECT: February 2018 Financial Presentation
DATE: 03/28/2018

SUMMARY OF RESULTS – 2nd interim Board Approved Budget vs. Current Forecast

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd interim Approved Revised Budget	Current Forecast	2nd interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	20,771,157	38,117,866	36,450,839	36,395,774	(55,066)	15,624,617	57%
Federal Revenue	1,494,995	4,008,196	4,259,324	4,251,153	(8,171)	2,756,158	35%
Other State Revenues	3,748,508	4,320,287	6,699,536	6,842,811	143,276	3,094,303	55%
Local Revenues	4,470,447	6,843,121	7,019,546	7,030,760	11,214	2,560,313	64%
Fundraising and Grants	299,297	218,766	370,083	376,994	6,911	77,698	79%
Total Revenue	30,784,404	53,508,235	54,799,329	54,897,492	98,163	24,113,089	56%
Expenses							
Compensation and Benefits	17,213,421	27,669,640	27,446,330	27,398,357	47,973	10,184,936	63%
Books and Supplies	1,474,346	3,378,007	5,211,532	5,192,532	19,000	3,718,186	28%
Services and Other Operating Expenditures	10,354,091	19,443,993	19,393,627	19,473,061	(79,433)	9,118,970	53%
Depreciation	452,374	957,438	964,695	964,695	-	512,322	47%
Other Outflows	119,734	173,107	173,107	173,107	-	53,374	69%
Total Expenses	29,613,965	51,622,185	53,189,291	53,201,752	(12,461)	23,587,787	56%
Operating Income	1,170,439	1,886,051	1,610,038	1,695,740	85,703	525,302	
Fund Balance							
Beginning Balance (Unaudited)		21,757,882	21,757,882	21,757,882			
Audit Adjustment		-	(440,274)	(440,274)			
Operating Income		1,886,051	1,610,038	1,695,740			
Ending Fund Balance		23,643,933	22,927,646	23,013,348			

Consolidated Net Income is forecasted for the year at **\$1,695,740**; This is an **\$85.7K** increase from the 2nd interim board approved budget.

Primary drivers of this change are:

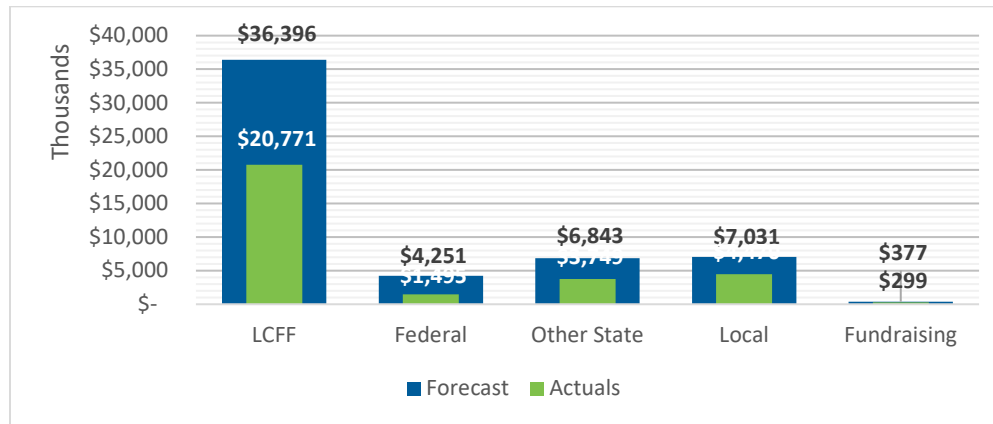
- LCFF FY17-18 gap % reduction per CDE from 44.97% to 41.86% (-\$55k reduction overall)
- Addition of Mental Health revenues not previously budgeted – El Dorado schools only (+\$180k)
- SB740 prorated rate estimated to be less than originally forecasted per CSFA (-\$43k)
- True up of staffing costs and shifts to contracted substitutes for some sites

February 2018 updated forecast by site:

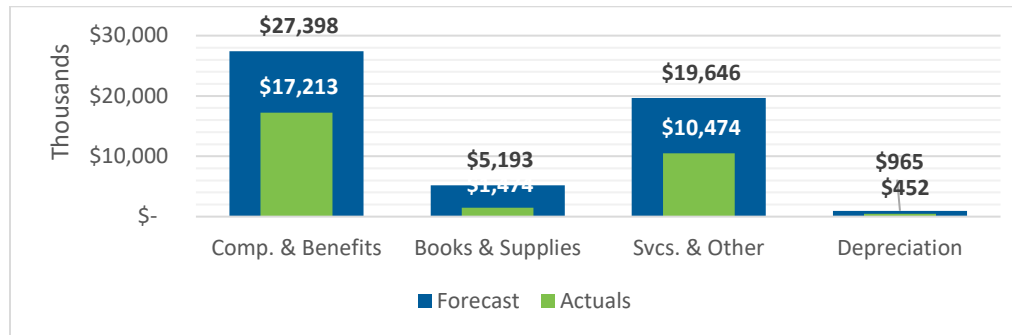
	Year 1 2017-18											
	Feb Forecast											
	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	Total
SUMMARY												
Revenue												
LCFF Entitlement	5,505,933	4,538,081	4,394,806	1,693,698	1,957,422	1,487,373	2,569,437	4,526,679	6,766,761	2,955,583	-	36,395,774
Federal Revenue	1,166,901	523,143	496,116	240,169	246,483	178,798	260,580	336,842	662,529	131,511	8,082	4,251,153
Other State Revenues	1,277,227	685,224	780,799	374,018	423,857	286,654	796,513	840,876	702,190	675,455	-	6,842,811
Local Revenues	76,325	39,093	56,166	26,946	148,604	8,630	53,111	42,972	56,723	75,435	6,446,755	7,030,760
Fundraising and Grants	58,185	23,464	21,646	5,517	2,017	14,749	12,898	22,236	48,358	33,051	134,875	376,994
Total Revenue	8,084,571	5,809,006	5,749,534	2,340,348	2,778,382	1,976,204	3,692,538	5,769,605	8,236,560	3,871,033	6,589,712	54,897,492
Expenses												
Compensation and Benefits	3,560,376	3,179,649	2,860,090	1,110,799	1,448,221	1,157,435	1,672,036	2,754,796	4,475,222	2,196,618	2,983,114	27,398,357
Books and Supplies	763,511	620,818	609,654	380,027	484,210	196,445	420,268	643,235	677,539	330,564	66,261	5,192,532
Services and Other Operating Expenditures	2,927,261	1,826,981	2,145,580	835,238	709,670	514,524	1,468,204	2,206,129	2,356,253	1,437,021	3,046,200	19,473,061
Depreciation	153,345	51,413	19,096	15,656	18,908	28,726	44,909	96,064	505,350	30,295	933	964,695
Other Outflows	-	-	-	-	-	-	-	-	173,107	-	-	173,107
Total Expenses	7,404,493	5,678,860	5,634,421	2,341,720	2,661,009	1,897,131	3,605,416	5,700,224	8,187,471	3,994,498	6,096,508	53,201,752
Operating Income	680,077	130,145	115,113	(1,372)	117,373	79,073	87,121	69,380	49,089	(123,464)	493,204	1,695,740
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	(205,846)	(89,798)	(27,842)	112,622	163,067	138,947	111,318	321,397	1,987	59,194	(1,025,320)	(440,274)
Beginning Balance (Audited)	3,386,275	897,086	631,961	1,030,159	1,375,557	1,258,921	1,012,330	3,366,399	7,877,012	1,248,686	(766,778)	21,317,608
Operating Income	680,077	130,145	115,113	(1,372)	117,373	79,073	87,121	69,380	49,089	(123,464)	493,204	1,695,740
Ending Fund Balance	4,066,352	1,027,231	747,074	1,028,787	1,492,930	1,337,994	1,099,451	3,435,779	7,926,101	1,125,222	(273,575)	23,013,348
Total Revenue Per ADA	15,439	12,990	13,218	13,997	13,864	12,398	13,470	12,233	11,594	9,944		14,530
Total Expenses Per ADA	14,140	12,699	12,953	14,006	13,278	11,902	13,152	12,086	11,525	10,261		14,081
Operating Income Per ADA	1,299	291	265	(8)	586	496	318	147	69	(317)		449

Overall, MPS Sites have received **56%** of forecasted revenues and spent **56%** of forecasted expenses as of 2/28/18:

FORECAST VS. ACTUALS – REVENUES (Feb18)



FORECAST VS. ACTUALS – EXPENSES (Feb18)



CASH FLOW SUMMARY



The ending cash balance at 02/28/18 was \$12.9M, and the projected ending cash balance at 6/30/18 is \$12.1M.

Below is a schedule of forecasted net operating reserves and amounts available for operations.

	MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	TOTAL	
Net Assets - Unaudited 6/30/17	258,542	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	21,757,882	
Audit adjustments (AJEs):	(1,025,320)	(205,846)	(89,798)	(27,842)	112,622	163,067	138,947	111,318	321,397	1,987	59,194	(440,274)	
Net Assets - after AJEs 6/30/17	(766,778)	3,386,275	897,086	631,961	1,030,159	1,375,557	1,258,921	1,012,330	3,366,399	7,877,012	1,248,686	21,317,608	
Net Income FY17-18, Forecasted	493,204	680,077	130,145	115,113	(1,372)	117,373	79,073	87,121	69,380	49,089	(123,464)	1,695,740	
Net Assets 6/30/18, Forecasted	(273,574)	4,066,352	1,027,231	747,074	1,028,787	1,492,930	1,337,994	1,099,451	3,435,779	7,926,101	1,125,222	23,013,348	
Less:													
Invested in fixed assets	16,763	338,583	119,234	74,709	51,674	33,843	43,531	24,526	145,507	17,504,906	287,006	18,640,284	
Net of related debt										(8,597,965)	(151,806)	(8,749,771)	
Invested in other long-term assets	-	161,923	-	-	-	-	-	-	-	75,554	198,191	435,668	
Reserve for economic Uncertainties	5.0%	304,825	370,225	283,943	281,721	117,086	133,050	94,857	180,271	285,011	408,381	2,659,095	
Restricted: (7/1/18 balances):													
Prop 39 Clean Energy	2013-14	-	53,188	48,992	48,907	47,167	53,216	51,109	52,741	57,367	-	51,160	463,848
Educator Effectiveness Grant	2015-16	-	18,193	13,778	3,093	13,404	493	-	-	-	3,567	27,331	79,859
College Readiness	2016-17	-	61,502	45,860	61,324	62,733	-	-	-	-	34,208	-	265,627
NSLP	2016-17	-	33,347	-	-	-	-	3,203	-	-	-	-	36,550
Title I	2016-17	-	-	-	-	-	17,151	-	-	-	-	-	17,151
Prop 1D	2015-16	-	-	-	-	-	-	-	-	95,590	106,607	202,197	
Total Net assets invested or reserved	321,588	1,036,961	511,808	469,754	292,065	237,754	192,700	257,538	487,885	9,524,241	718,214	14,050,509	
Net Assets available for operations	(595,162)	3,029,391	515,423	277,320	736,722	1,255,176	1,145,294	841,913	2,947,894	(1,598,140)	407,008	8,962,839	
	-9.76%	40.91%	9.08%	4.92%	31.46%	47.17%	60.37%	23.35%	51.72%	-19.57%	10.19%	16.85%	

ACCOMPLISHMENTS

- 2nd interims submitted by due dates for all sites
- Budget training with 2 board members
- New month-end close process yielding improved financial reporting and overall processes

OPPORTUNITIES AND RISKS

STRS/PERS Corrections (financial impact unknown)

MPS management believes there are 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.

Result: MERF's consultant completed the analysis and submitted corrections for one site, MSA-San Diego. Amounts have been included in the FY17-18 budgets for each site for the estimated cost of this consulting, but not for the cost of the errors and any resulting penalties or interest. These amounts, once known, will need to be added to the revised budgets. The known MSA-SD expense has been added to the November forecast. MPS is bringing a proposal to the Board at the February meeting to address the STRS corrections. A solution for PERS corrections is still pending.

ADA OVERVIEW

Total ADA per 2nd interim approved budgets are below, with total ADA at 3778.16 – no change in February.

	2nd interim												
		MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	Total	
P1 enrollment - Revised Budget (2nd interim)		542	468	458	176	206	160	287	484	727	408	3,916	
Approved Budget Enrollment (=Dec17 Forecast)		543	470	461	176	210	163	292	488	737	405	3,945	
Enrollment Variance		(1)	(2)	(3)	(0)	(4)	(3)	(5)	(4)	(10)	3	(29)	
ADA - Revised Budget (2nd interim):		523.64	447.18	434.98	167.20	200.46	159.39	274.15	471.65	710.22	389.29	3,778.16	
ADA per Approved Budget		522.34	451.20	443.02	170.73	197.98	158.11	280.32	479.34	707.52	390.83	3,801.40	
ADA Variance		1.29	(4.02)	(8.04)	(3.53)	2.47	1.28	(6.17)	(7.69)	2.70	(1.53)	(23.24)	
ADA Variance %		0%	-1%	-2%	-2.1%	1%	1%	-2%	-2%	0%	0%	-0.61%	
Calc of ADA - Revised Budget (2nd Interim):													
ADA per P1*		528.58	452.32	444.17	168.08	200.13	158.04	278.38	474.13	703.82	393.56	3,801.20	
Adjusted per historical P2 change		-0.93%	-1.14%	-2.07%	-0.52%	0.16%	0.86%	-1.52%	-0.52%	0.91%	-1.08%		
Proposed ADA - Revised Budget (2nd interim)		523.64	447.18	434.98	167.20	200.46	159.39	274.15	471.65	710.22	389.29	3,778.16	
*MSA-1 and MSA-2 P1 ADA were understated due to days closed due to fires. Will be updated at P2 - use actual cumulative ADA counts for calculating ADA for budget; MSA-8 P1 report not received - using actuals per monthly reports													

MAGNOLIA SCIENCE ACADEMY – 1

	YTD	Budget				
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast
SUMMARY	Actual YTD					
Revenue						
LCFF Entitlement	3,157,691	5,459,002	5,505,533	5,505,933	400	2,348,242
Federal Revenue	250,678	1,088,351	1,166,901	1,166,901	-	916,223
Other State Revenues	429,552	890,794	1,299,057	1,277,227	(21,830)	847,675
Local Revenues	16,690	69,650	76,325	76,325	-	59,635
Fundraising and Grants	45,981	65,000	58,185	58,185	(0)	12,204
Total Revenue	3,900,591	7,572,797	8,106,001	8,084,571	(21,430)	4,183,980
Expenses						
Compensation and Benefits	2,256,507	3,515,834	3,551,674	3,560,376	(8,702)	1,303,870
Books and Supplies	170,752	514,102	763,511	763,511	(0)	592,759
Services and Other Operating Expenditures	1,426,346	3,276,235	2,924,353	2,927,261	(2,908)	1,500,915
Depreciation	-	153,345	153,345	153,345	-	153,345
Other Outflows	4,204	-	-	-	-	(4,204)
Total Expenses	3,857,808	7,459,516	7,392,883	7,404,493	(11,611)	3,546,685
Operating Income	42,783	113,281	713,118	680,077	(33,041)	637,294

SUMMARY OF RESULTS

Forecasting a net income of **\$680,077**; This is a decrease of (-\$33,041) from the 2nd interim approved budget.

FORECAST CHANGES

Other State Revenues (-\$21,830)

Other State revenues decreased due to SB740 prorated rate reduction per CDE by \$29K but was offset by Mental Health Reimbursements of \$7K.

Compensation (-\$8,702)

Compensation increased due to addition of anticipated administrator bonuses

Other Operating Expenses (-\$2,908)

Increase in Other operating expenses was due to communications to match actuals that came in higher than budgeted.

MAGNOLIA SCIENCE ACADEMY -2

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
SUMMARY							
Revenue							
LCFF Entitlement	2,537,806	4,724,787	4,540,508	4,538,081	(2,426)	(186,706)	2,000,276
Federal Revenue	189,219	454,654	523,143	523,143	-	68,489	333,924
Other State Revenues	295,403	359,588	646,947	685,224	38,277	325,636	389,821
Local Revenues	5,328	58,680	38,679	39,093	414	(19,587)	33,765
Fundraising and Grants	19,307	20,550	23,464	23,464	-	2,914	4,158
Total Revenue	3,047,063	5,618,259	5,772,741	5,809,006	36,265	190,747	2,761,943
Expenses							
Compensation and Benefits	1,902,894	3,110,910	3,179,649	3,179,649	-	(68,739)	1,276,755
Books and Supplies	223,900	400,942	620,818	620,818	-	(219,876)	396,918
Services and Other Operating Expenditures	1,019,906	1,923,796	1,827,005	1,826,981	24	96,815	807,074
Depreciation	37,566	51,413	51,413	51,413	-	0	13,847
Other Outflows	5,639	-	-	-	-	-	(5,639)
Total Expenses	3,189,904	5,487,060	5,678,885	5,678,860	24	(191,800)	2,488,956
Operating Income	(142,841)	131,198	93,856	130,145	36,289	(1,053)	272,987

SUMMARY OF RESULTS

Forecasting a net income of **\$130,145**; This is an increase of \$36,289 from the 2nd interim approved budget.

FORECAST CHANGES

LCFF Revenues (-\$2,426)

Decrease due to decreased LCFF rates per P1/CDE.

Other State Revenues (+\$38,277)

Other State revenues increased due to addition of Mental Health Reimbursements that was not previously budgeted.

Services and Other Operating Expenditures (+\$24)

Increase in Other operating expenses was due adjustment of oversight expense related to LCFF

MAGNOLIA SCIENCE ACADEMY -3

	YTD	Budget					Current Forecast Remaining
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast	
SUMMARY	Actual YTD						
Revenue							
LCFF Entitlement	2,533,538	4,463,366	4,404,123	4,394,806	(9,317)	(68,560)	1,861,268
Federal Revenue	118,614	485,007	516,116	496,116	(20,000)	11,109	377,502
Other State Revenues	393,120	447,300	749,119	780,799	31,680	333,499	387,679
Local Revenues	30,525	40,578	45,366	56,166	10,800	15,588	25,641
Fundraising and Grants	19,141	19,617	14,735	21,646	6,911	2,029	2,505
Total Revenue	3,094,938	5,455,868	5,729,459	5,749,534	20,074	293,665	2,654,595
Expenses							
Compensation and Benefits	1,850,281	2,824,322	2,884,881	2,860,090	24,790	(35,768)	1,009,810
Books and Supplies	169,187	434,314	629,654	609,654	20,000	(175,340)	440,467
Services and Other Operating Expenditures	1,172,944	2,058,008	2,099,505	2,145,580	(46,075)	(87,571)	972,635
Depreciation	25,462	19,096	19,096	19,096	-	-	(6,365)
Other Outflows	6,222	-	-	-	-	-	(6,222)
Total Expenses	3,224,095	5,335,741	5,633,136	5,634,421	(1,285)	(298,680)	2,410,325
Operating Income	(129,157)	120,127	96,323	115,113	18,790	(5,014)	244,270

SUMMARY OF RESULTS

Forecasting a net income of **\$115,113**; This is an increase of \$18,790 from the 2nd interim approved budget.

FORECAST CHANGES

LCFF Revenues (-\$9,317)

Decrease due to decreased LCFF rates per P1/CDE.

Federal Revenues (-\$20,000)

Decreased NSLP with offset to expense per budget transfer decreasing Student Food Services.

Other State Revenues (+\$31,680)

Other State revenues increased due to addition of Mental Health Reimbursements that was not previously budgeted.

Other Local Revenue (+\$10,800)

Increased revenue received for field trips, with offset to increased Field Trip expenses.

Fundraising and Grants (+\$6,911)

Increased revenue to actuals, with offset to increased Field Trip expenses.

Compensation and benefits (+\$24,790)

Decrease forecast to reflect multiple departing employees and the addition of employees per approved budget transfers, offsetting increase on contracted substitutes

Books and Supplies (+\$20,000)

Decreased Student Food Services per budget transfer, offset is in NSLP revenue

Other Operating Expenses (-\$46,075)

Increased expenses to actuals including Field Trip expenses, Substitutes, and Fines and Penalties not previously budgeted, several with offsets in revenue as noted above.

MAGNOLIA SCIENCE ACADEMY - 4

	YTD	Budget					
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
SUMMARY	Actual YTD						
Revenue							
LCFF Entitlement	1,086,356	1,875,756	1,697,825	1,693,698	(4,127)	(182,058)	607,342
Federal Revenue	108,466	259,640	240,169	240,169	-	(19,471)	131,703
Other State Revenues	314,374	150,859	374,018	374,018	-	223,159	59,644
Local Revenues	8,590	22,035	26,946	26,946	-	4,911	18,356
Fundraising and Grants	4,289	3,000	5,517	5,517	-	2,517	1,228
Total Revenue	1,522,076	2,311,290	2,344,475	2,340,348	(4,127)	29,058	818,272
Expenses							
Compensation and Benefits	661,386	1,337,560	1,085,264	1,110,799	(25,535)	226,761	449,413
Books and Supplies	45,734	113,174	380,027	380,027	-	(266,852)	334,292
Services and Other Operating Expenditures	408,253	789,378	835,279	835,238	41	(45,860)	426,985
Depreciation	10,440	15,656	15,656	15,656	-	-	5,216
Other Outflows	1,690	-	-	-	-	-	(1,690)
Total Expenses	1,127,503	2,255,768	2,316,226	2,341,720	(25,494)	(85,952)	1,214,216
Operating Income	394,572	55,522	28,249	(1,372)	(29,621)	(56,894)	(395,944)

SUMMARY OF RESULTS

Forecasting a net loss of **-\$1,372**; This is a decrease of \$29,621 from the 2nd interim budget, primarily due to a decrease in compensation and benefits.

FORECAST CHANGES

LCFF Revenues (-\$4,127)

Decrease due to decreased LCFF rates per P1/CDE.

Compensation and Benefits (-\$25,535)

Trued up salaries per new information received, removal of placeholder adjustments, including IT Manager compensation correction split with MSA-6.

Services and Other Operating Expenditures (+\$41)

Oversight fee adjustment related to LCFF rate change .

MAGNOLIA SCIENCE ACADEMY - 5

	YTD	Budget					
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
SUMMARY	Actual YTD						
Revenue							
LCFF Entitlement	1,052,544	1,939,936	1,958,592	1,957,422	(1,170)	17,486	904,878
Federal Revenue	103,161	226,461	246,483	246,483	-	20,022	143,322
Other State Revenues	310,656	180,136	423,857	423,857	-	243,721	113,201
Local Revenues	11,725	28,536	148,604	148,604	-	120,068	136,879
Fundraising and Grants	-	1,000	2,017	2,017	-	1,017	2,017
Total Revenue	1,478,086	2,376,069	2,779,553	2,778,382	(1,170)	402,313	1,300,296
Expenses							
Compensation and Benefits	912,075	1,399,666	1,460,085	1,448,221	11,864	(48,555)	536,146
Books and Supplies	95,495	225,109	484,210	484,210	-	(259,102)	388,715
Services and Other Operating Expenditures	309,225	675,372	709,346	709,670	(324)	(34,298)	400,445
Depreciation	11,464	11,400	18,908	18,908	-	(7,508)	7,444
Other Outflows	-	-	-	-	-	-	-
Total Expenses	1,328,259	2,311,546	2,672,550	2,661,009	11,540	(349,463)	1,332,750
Operating Income	149,827	64,523	107,003	117,373	10,370	52,850	(32,454)

SUMMARY OF RESULTS

Forecasting a net income of **\$117,373**; This is an increase of \$10,370 from the 2nd interim budget, primarily due to savings in compensation and benefits.

FORECAST CHANGES

LCFF Revenues (-\$1,170)

Decrease due to decreased LCFF rates per P1/CDE.

Compensation and Benefits (+\$11,864)

Increase in savings due to a teacher departure and deletion of a placeholder not filled.

Services and Other Operating Expenditures (-\$342)

Increase in Other operating expenses was due to fines to match actuals that were not budgeted.

MAGNOLIA SCIENCE ACADEMY - 6

	YTD	Budget					
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
SUMMARY	Actual YTD						
Revenue							
LCFF Entitlement	929,830	1,574,417	1,490,511	1,487,373	(3,137)	(87,044)	557,543
Federal Revenue	84,081	170,405	175,551	178,798	3,247	8,393	94,717
Other State Revenues	190,083	220,619	288,267	286,654	(1,613)	66,034	96,571
Local Revenues	7,430	-	8,630	8,630	-	8,630	1,200
Fundraising and Grants	11,352	15,000	14,749	14,749	-	(251)	3,397
Total Revenue	1,222,777	1,980,442	1,977,707	1,976,204	(1,503)	(4,238)	753,427
Expenses							
Compensation and Benefits	656,969	1,173,022	1,182,176	1,157,435	24,741	15,587	500,466
Books and Supplies	58,540	127,250	196,445	196,445	-	(69,195)	137,905
Services and Other Operating Expenditures	293,373	509,765	514,556	514,524	31	(4,759)	221,151
Depreciation	13,185	28,726	28,726	28,726	-	-	15,541
Other Outflows	1,730	-	-	-	-	-	(1,730)
Total Expenses	1,023,797	1,838,764	1,921,903	1,897,131	24,773	(58,367)	873,334
Operating Income	198,980	141,678	55,804	79,073	23,269	(62,605)	(119,907)

SUMMARY OF RESULTS

Forecasting a net income of **\$79,073**; This is an increase of \$23,269 from the 2nd interim budget, primary due to a savings in Compensation and Benefits.

FORECAST CHANGES

LCFF Entitlement (-\$3,137)

Decrease due to decreased LCFF rates per P1/CDE.

Federal Revenue (+\$3,247)

Adjust E-rate revenue per actuals

Other State Revenues (+\$1,613)

Adjust PY State revenue per PY adjustments

Compensation and Benefits (+\$24,741)

Increase in savings due to truing up of shared position with MSA-4.

Services and Other Operating Expenditures (+\$31)

Adjust Oversight fee per LCFF adjustment.

MAGNOLIA SCIENCE ACADEMY - 7

	YTD	Budget					Current Forecast Remaining
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast	
SUMMARY	Actual YTD						
Revenue							
LCFF Entitlement	1,545,624	2,658,045	2,574,310	2,569,437	(4,873)	(88,608)	1,023,813
Federal Revenue	132,814	235,853	251,998	260,580	8,582	24,727	127,766
Other State Revenues	579,887	564,241	802,711	796,513	(6,198)	232,271	216,625
Local Revenues	16,740	53,168	53,111	53,111	-	(57)	36,371
Fundraising and Grants	11,927	11,000	12,898	12,898	-	1,898	971
Total Revenue	2,286,992	3,522,307	3,695,027	3,692,538	(2,489)	170,231	1,405,546
Expenses							
Compensation and Benefits	1,058,885	1,682,985	1,672,036	1,672,036	-	10,949	613,151
Books and Supplies	119,179	188,317	419,268	420,268	(1,000)	(231,950)	301,088
Services and Other Operating Expenditures	904,781	1,551,087	1,469,252	1,468,204	1,049	82,883	563,422
Depreciation	13,524	45,159	44,909	44,909	-	250	31,385
Other Outflows	(786)	-	-	-	-	-	786
Total Expenses	2,095,584	3,467,548	3,605,465	3,605,416	49	(137,868)	1,509,833
Operating Income	191,408	54,759	89,561	87,121	(2,440)	32,362	(104,287)

SUMMARY OF RESULTS

Forecasting a net income of **\$87,121**; This is a decrease of **-\$2,440** from the 2nd interim budget, primarily due to decreases in LCFF and Other State Revenues with offsetting increase in Federal Revenue.

FORECAST CHANGES

LCFF Entitlement (-\$4,873)

Decrease due to decreased LCFF rates per P1/CDE.

Federal Revenue (+\$8,582)

Increase E-rate per actuals received

Other State Revenues (-\$6,198)

Reduced SB740 forecast, offset by PY State Lottery revenue received in excess of accrued amounts.

Books and Supplies (-\$1,000)

Increase in food expenses to match actuals, offset by budget transfer from other operating expenses.

Services and Other Operating Expenditures (+\$1,049)

Decrease in Dues & Memberships to offset food increase, and District Oversight Fees adjustment related to LCFF rate change.

MAGNOLIA SCIENCE ACADEMY - 8

	YTD	Budget					Current Forecast Remaining
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast	
SUMMARY	Actual YTD						
Revenue							
LCFF Entitlement	2,700,883	4,656,757	4,525,841	4,526,679	838	(130,078)	1,825,796
Federal Revenue	159,148	304,497	336,842	336,842	-	32,345	177,694
Other State Revenues	496,085	528,197	840,876	840,876	-	312,678	344,790
Local Revenues	16,751	34,273	42,972	42,972	-	8,699	26,222
Fundraising and Grants	13,147	20,000	22,236	22,236	-	2,236	9,090
Total Revenue	3,386,013	5,543,724	5,768,767	5,769,605	838	225,881	2,383,592
Expenses							
Compensation and Benefits	1,565,860	2,782,961	2,754,796	2,754,796	-	28,165	1,188,936
Books and Supplies	156,857	426,715	643,235	643,235	-	(216,520)	486,377
Services and Other Operating Expenditures	1,212,457	2,090,297	2,206,121	2,206,129	(8)	(115,832)	993,673
Depreciation	45,204	96,064	96,064	96,064	-	-	50,860
Other Outflows	(492)	-	-	-	-	-	492
Total Expenses	2,979,886	5,396,037	5,700,216	5,700,224	(8)	(304,188)	2,720,338
Operating Income	406,127	147,687	68,551	69,380	829	(78,307)	(336,746)

SUMMARY OF RESULTS

Forecasting a net income of **\$69,380**; This is an increase of +\$829 from the 2nd interim budget, primarily due to a small increase of LCFF.

FORECAST CHANGES

LCFF Entitlement (+838)

Small increase due to an increased LCFF rates per P1/CDE.

Services and Other Operating Expenditures (-\$8)

Adjustment of oversight fees related to LCFF rate change.

MAGNOLIA SCIENCE ACADEMY – SA

	YTD	Budget					
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
	Actual YTD						
SUMMARY							
Revenue							
LCFF Entitlement	3,522,272	7,467,687	6,793,513	6,766,761	(26,751)	3,244,490	52%
Federal Revenue	267,738	658,206	662,529	662,529	-	394,790	40%
Other State Revenues	323,086	585,070	638,830	702,190	63,360	379,104	46%
Local Revenues	21,576	64,612	56,723	56,723	-	35,147	38%
Fundraising and Grants	38,277	32,446	48,358	48,358	-	10,081	79%
Total Revenue	4,172,949	8,808,020	8,199,952	8,236,560	36,609	4,063,611	51%
Expenses							
Compensation and Benefits	3,058,399	4,576,489	4,493,395	4,475,222	18,173	1,416,823	68%
Books and Supplies	376,353	733,114	677,539	677,539	-	301,185	56%
Services and Other Operating Expenditures	1,372,270	2,490,994	2,324,944	2,356,253	(31,309)	983,983	58%
Depreciation	264,823	505,350	505,350	505,350	-	240,527	52%
Other Outflows	87,070	173,107	173,107	173,107	-	86,038	50%
Total Expenses	5,158,914	8,479,055	8,174,335	8,187,471	(13,136)	3,028,557	63%
Operating Income	(985,965)	328,966	25,617	49,089	23,473	1,035,055	
Fund Balance							
Beginning Balance (Unaudited)		7,875,025	7,875,025	7,875,025			
Audit Adjustment		-	1,987	1,987			
Operating Income		328,966	25,617	49,089			
Ending Fund Balance		8,203,991	7,902,629	7,926,101			

SUMMARY OF RESULTS

Forecasting a net income of **\$49,089**. This is an increase of +\$23,473 from the 2nd interim budget, primarily due to an increase in other state revenues.

FORECAST CHANGES

LCFF Entitlement (-\$26,751)

Decrease due to decreased LCFF rates per P1/CDE.

Federal Revenue (+\$63,360)

Added SpEd MH funds per El Dorado updated rate, previously not budgeted.

Compensation and Benefits (+\$18,173)

Payroll adjusted for removal of term'd employees, addition of new hires filling placeholders, and shift of 2 from PT to FT.

Services and Other Operating Expenditures (-\$31,309)

Decreased due to the addition of property taxes not previously budgeted as well as added prior year Title III repayment not budgeted or accrued.

MAGNOLIA SCIENCE ACADEMY - SD

	YTD	Budget					Current Forecast Remaining
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast	
SUMMARY	Actual YTD						
Revenue							
LCFF Entitlement	1,704,612	3,298,113	2,960,085	2,955,583	(4,502)	(342,530)	1,250,970
Federal Revenue	29,476	125,122	131,511	131,511	-	6,389	102,035
Other State Revenues	416,261	393,481	635,855	675,455	39,600	281,973	259,193
Local Revenues	22,487	78,739	75,435	75,435	-	(3,304)	52,948
Fundraising and Grants	30,503	31,153	33,051	33,051	-	1,898	2,548
Total Revenue	2,203,339	3,926,609	3,835,935	3,871,033	35,098	(55,575)	1,667,694
Expenses							
Compensation and Benefits	1,393,133	2,210,402	2,199,260	2,196,618	2,642	13,785	803,484
Books and Supplies	42,208	144,548	330,564	330,564	-	(186,016)	288,356
Services and Other Operating Expenditures	751,025	1,352,286	1,437,066	1,437,021	45	(84,735)	685,996
Depreciation	29,746	30,295	30,295	30,295	-	-	549
Other Outflows	14,458	-	-	-	-	-	(14,458)
Total Expenses	2,230,570	3,737,532	3,997,185	3,994,498	2,687	(256,966)	1,763,927
Operating Income	(27,231)	189,077	(161,249)	(123,464)	37,785	(312,541)	(96,233)

SUMMARY OF RESULTS

Forecasting a net loss of **(-\$123,464)**; This is an increase of +\$37,785 from the 2nd interim budget, primarily due to an increase in Other State Revenues.

FORECAST CHANGES

LCFF Entitlement (-\$4,502)

Decrease due to decreased LCFF rates per P1/CDE.

Other State Revenues (+\$39,600)

Other State revenues increased due to addition of Mental Health Reimbursements that was not previously budgeted.

Compensation and Benefits (+\$2,642)

Minor staffing update to true up forecast to actuals.

Services and Other Operating Expenditures (+\$45)

Minor update in District Oversight Fees related to LCFF rate change.

MERF

	YTD	Budget					Current Forecast Remaining
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast	
SUMMARY	Actual YTD						
Revenue							
LCFF Entitlement	-	-	-	-	-	-	-
Federal Revenue	51,600	-	8,082	8,082	-	8,082	(43,518)
Other State Revenues	-	-	-	-	-	-	-
Local Revenues	4,312,606	6,392,850	6,446,755	6,446,755	-	53,905	2,134,149
Fundraising and Grants	105,374	-	134,875	134,875	-	134,875	29,501
Total Revenue	4,469,580	6,392,850	6,589,712	6,589,712	-	196,862	2,120,132
Expenses							
Compensation and Benefits	1,897,032	3,055,489	2,983,114	2,983,114	-	72,375	1,086,082
Books and Supplies	16,140	70,421	66,261	66,261	-	4,160	50,121
Services and Other Operating Expenditures	1,483,511	2,726,775	3,046,200	3,046,200	-	(319,425)	1,562,689
Depreciation	960	933	933	933	-	-	(27)
Other Outflows	-	-	-	-	-	-	-
Total Expenses	3,397,643	5,853,618	6,096,508	6,096,508	-	(242,890)	2,698,865
Operating Income	1,071,937	539,232	493,204	493,204	-	(46,028)	(578,733)

SUMMARY OF RESULTS

Forecasting a net income of **\$493,204**, with no variance.

FORECAST CHANGES

None.

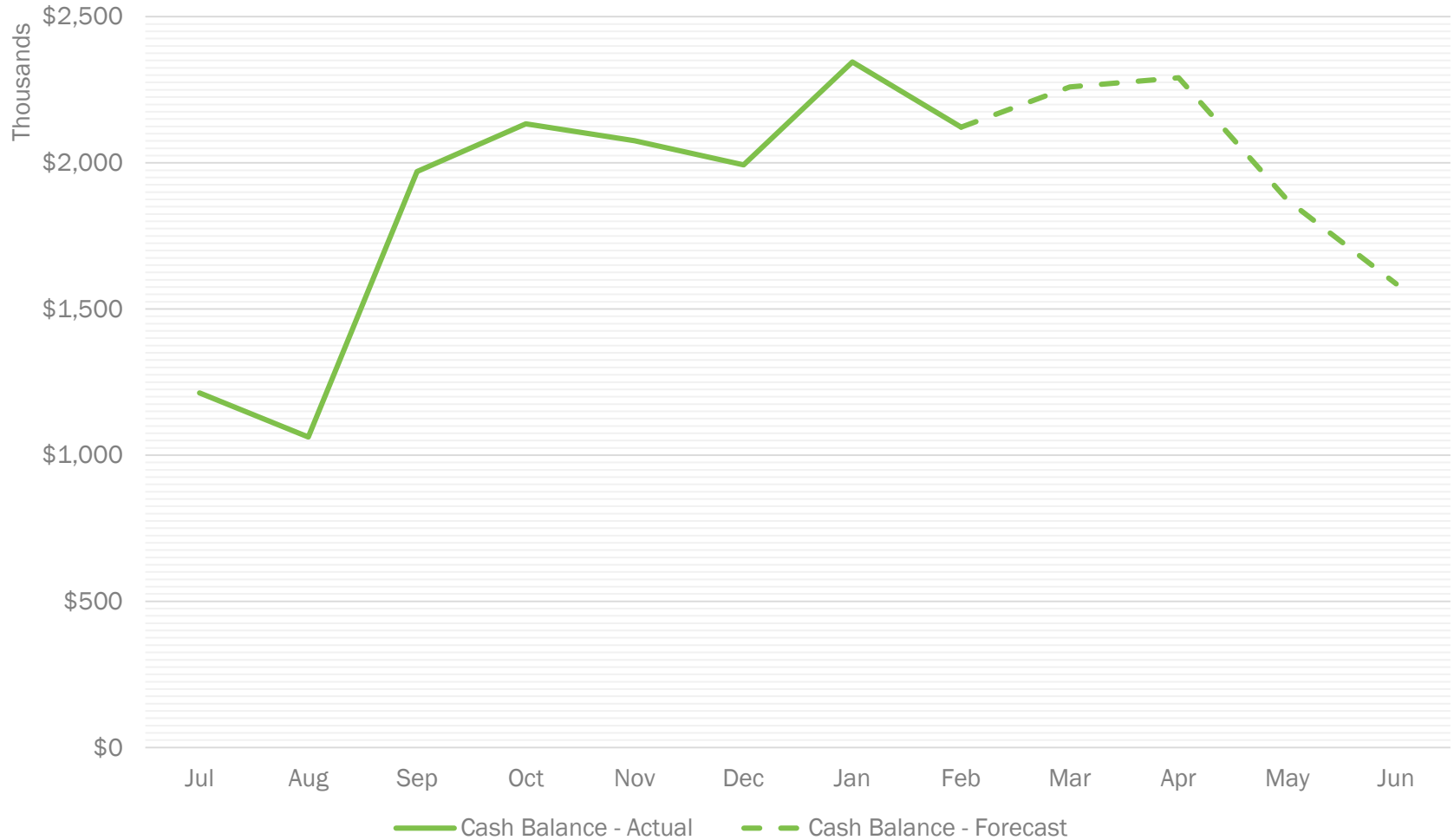
Exhibits





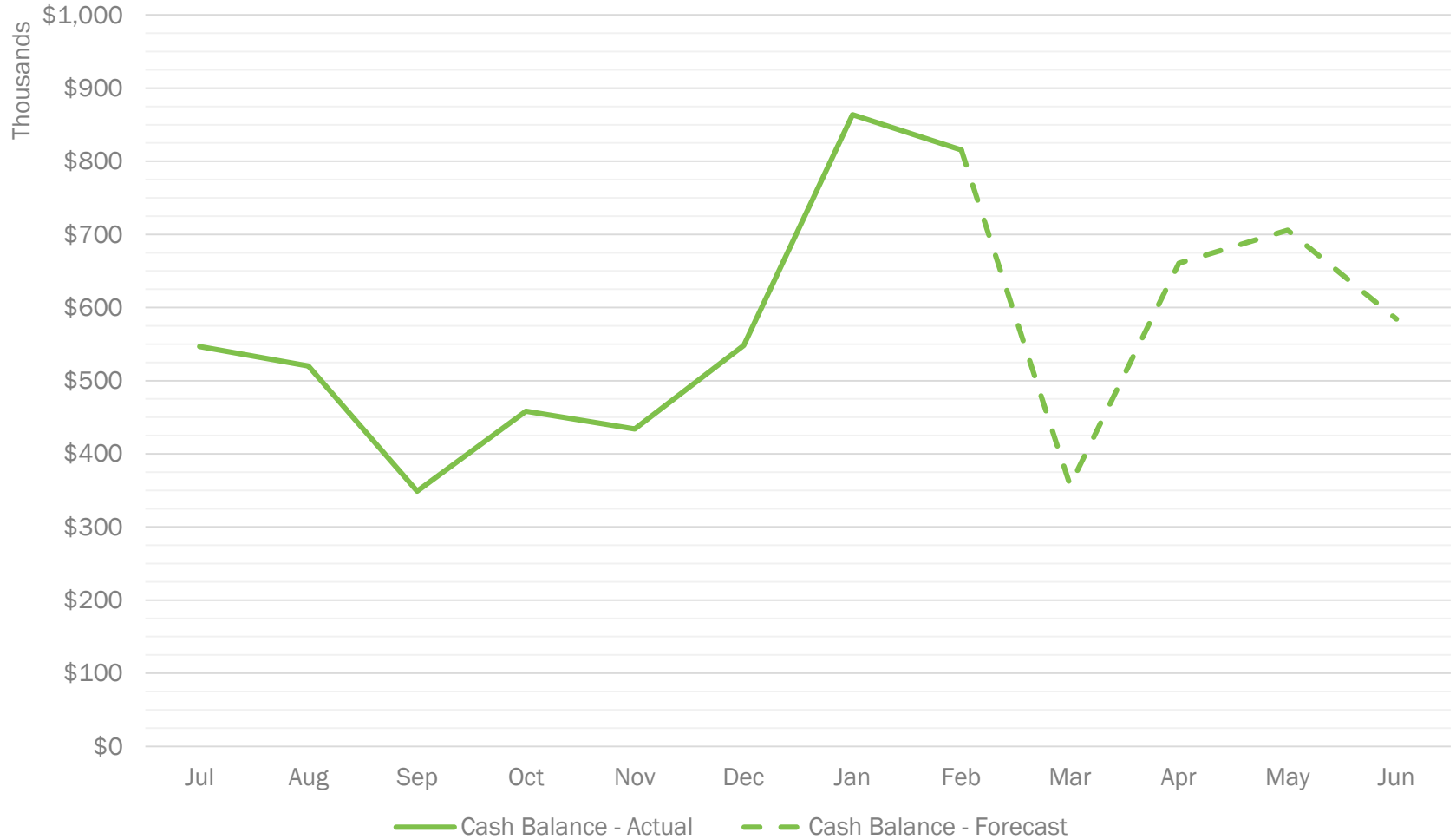
MSA-1 Monthly Cash Balance

Projected ending cash balance at 6/30/18 is \$1.6M



MSA-2 Monthly Cash Balance

Projected ending cash balance at 6/30/18 is \$584K



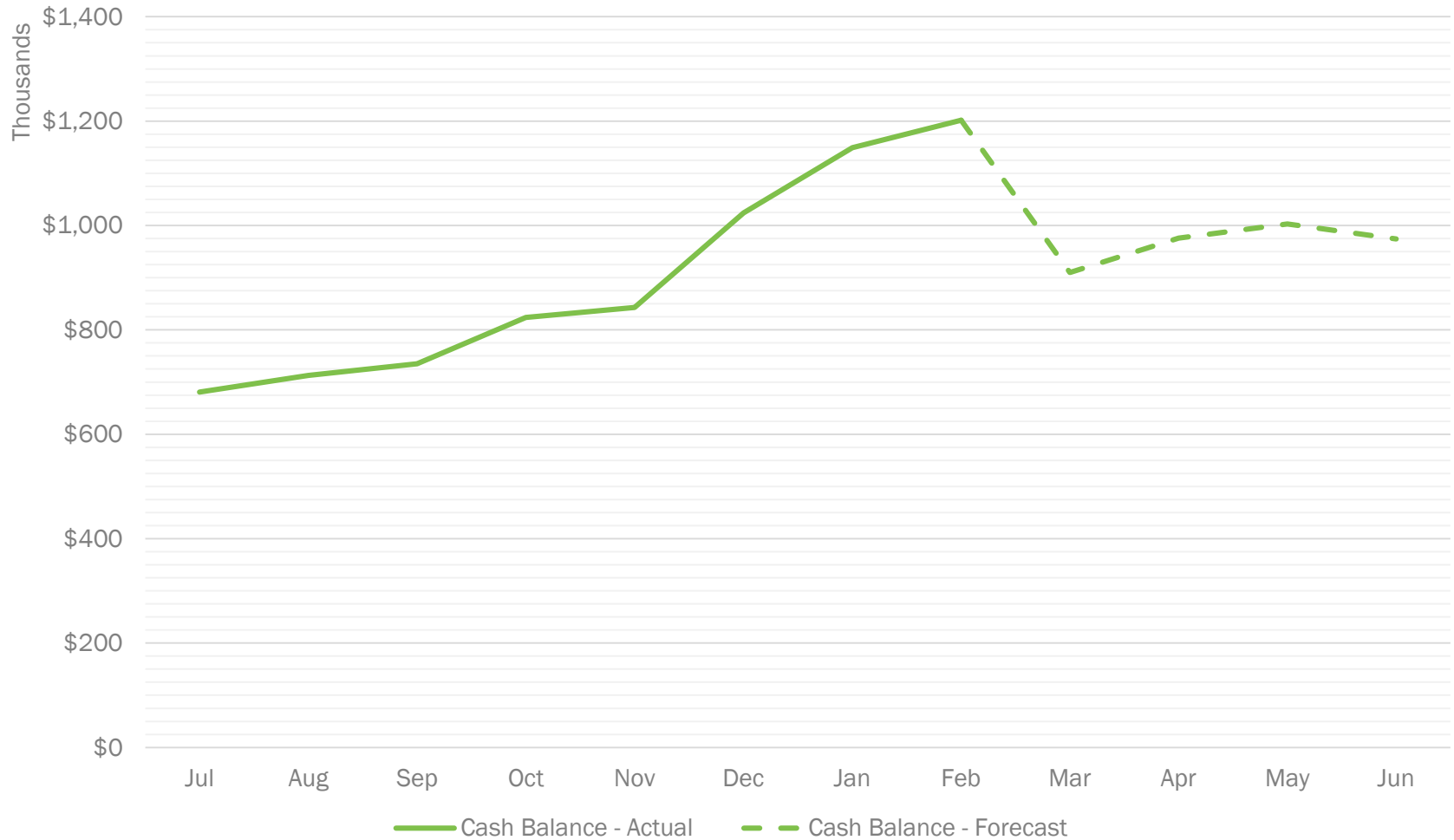
MSA-3 Monthly Cash Balance

Projected ending cash balance at 6/30/18 is \$540K



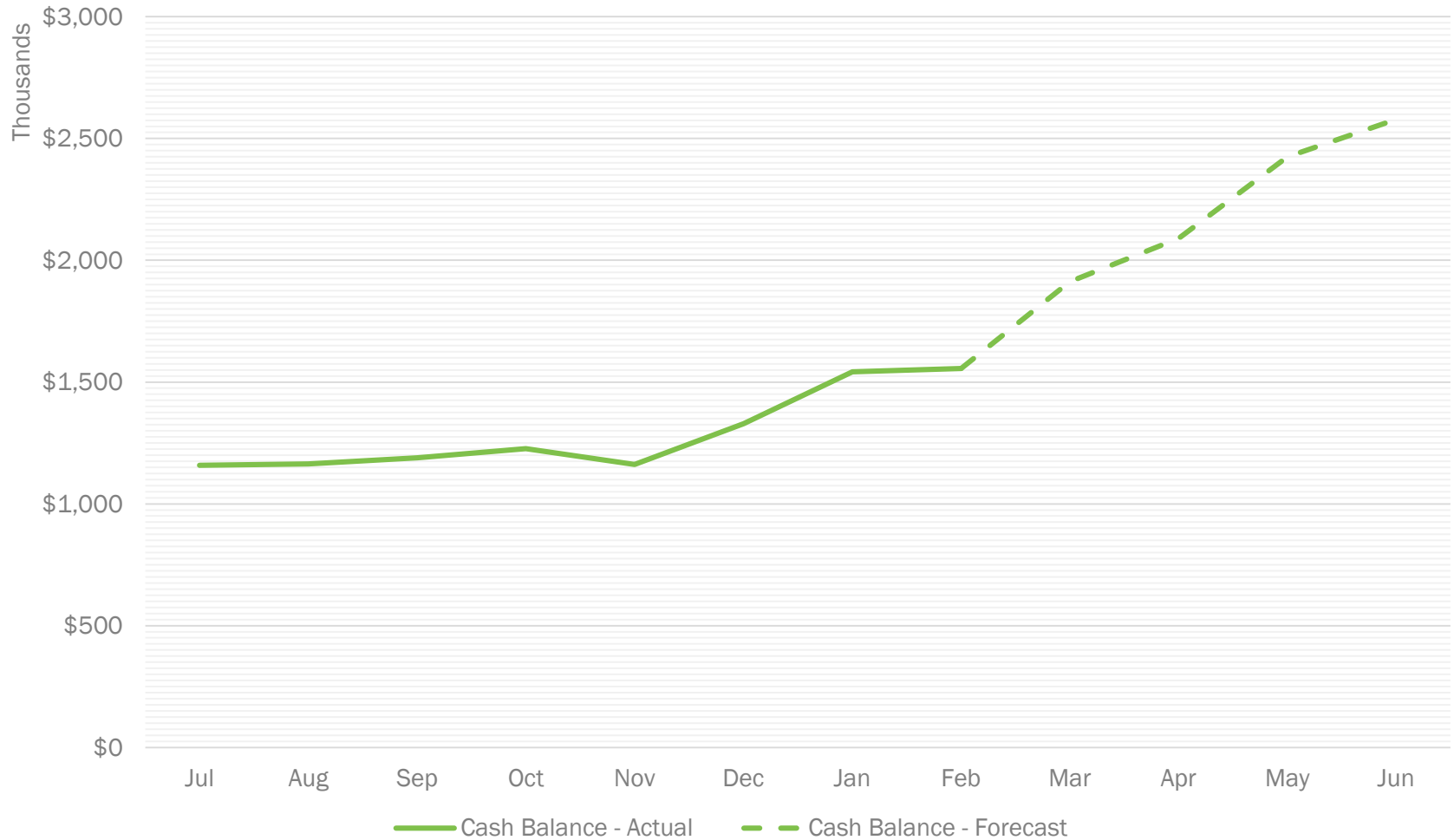
MSA-4 Monthly Cash Balance

Projected ending cash balance at 6/30/18 is \$974K



MSA-5 Monthly Cash Balance

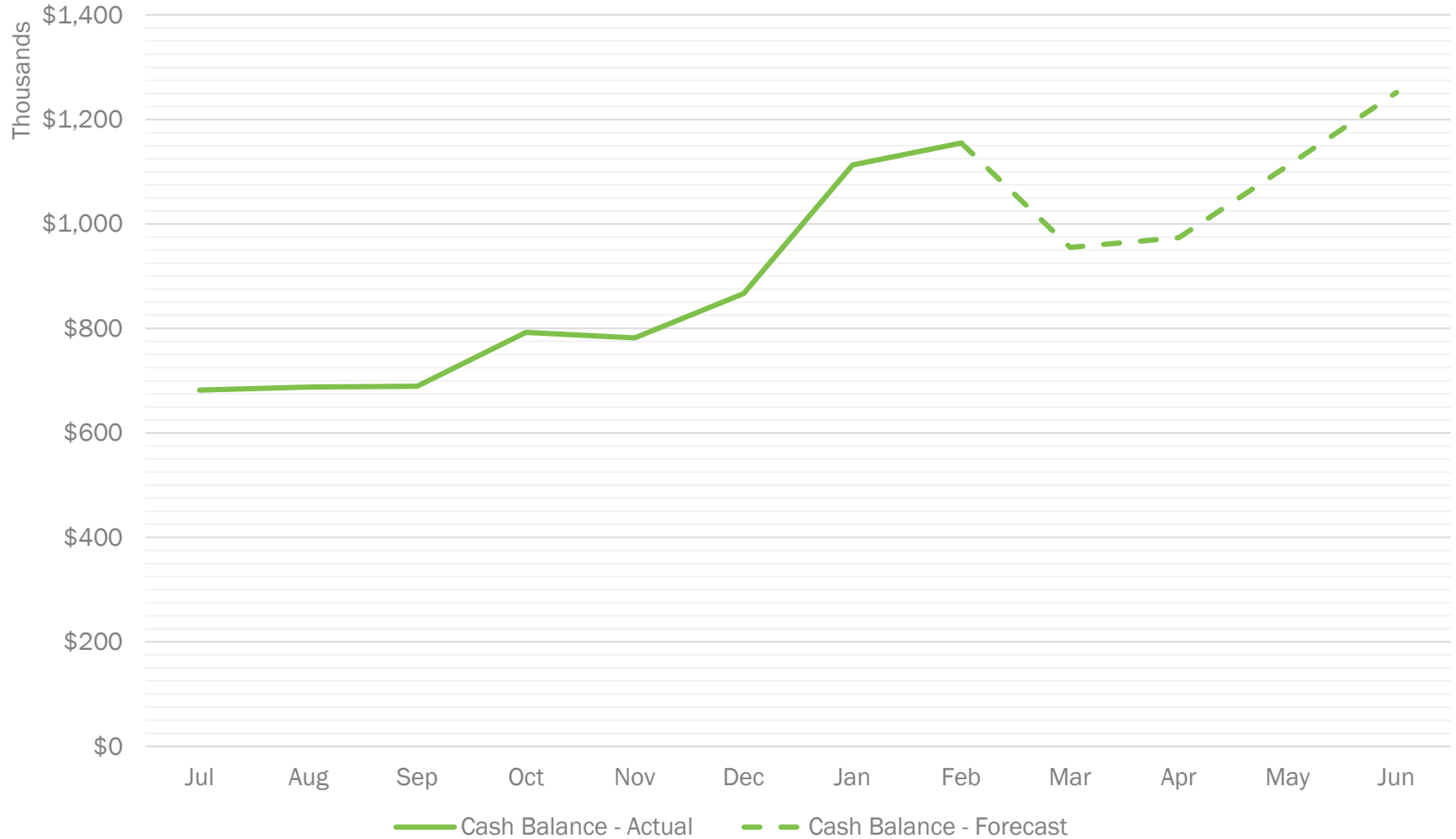
Projected ending cash balance at 6/30/18 is \$2.6M





MSA-6 Monthly Cash Balance

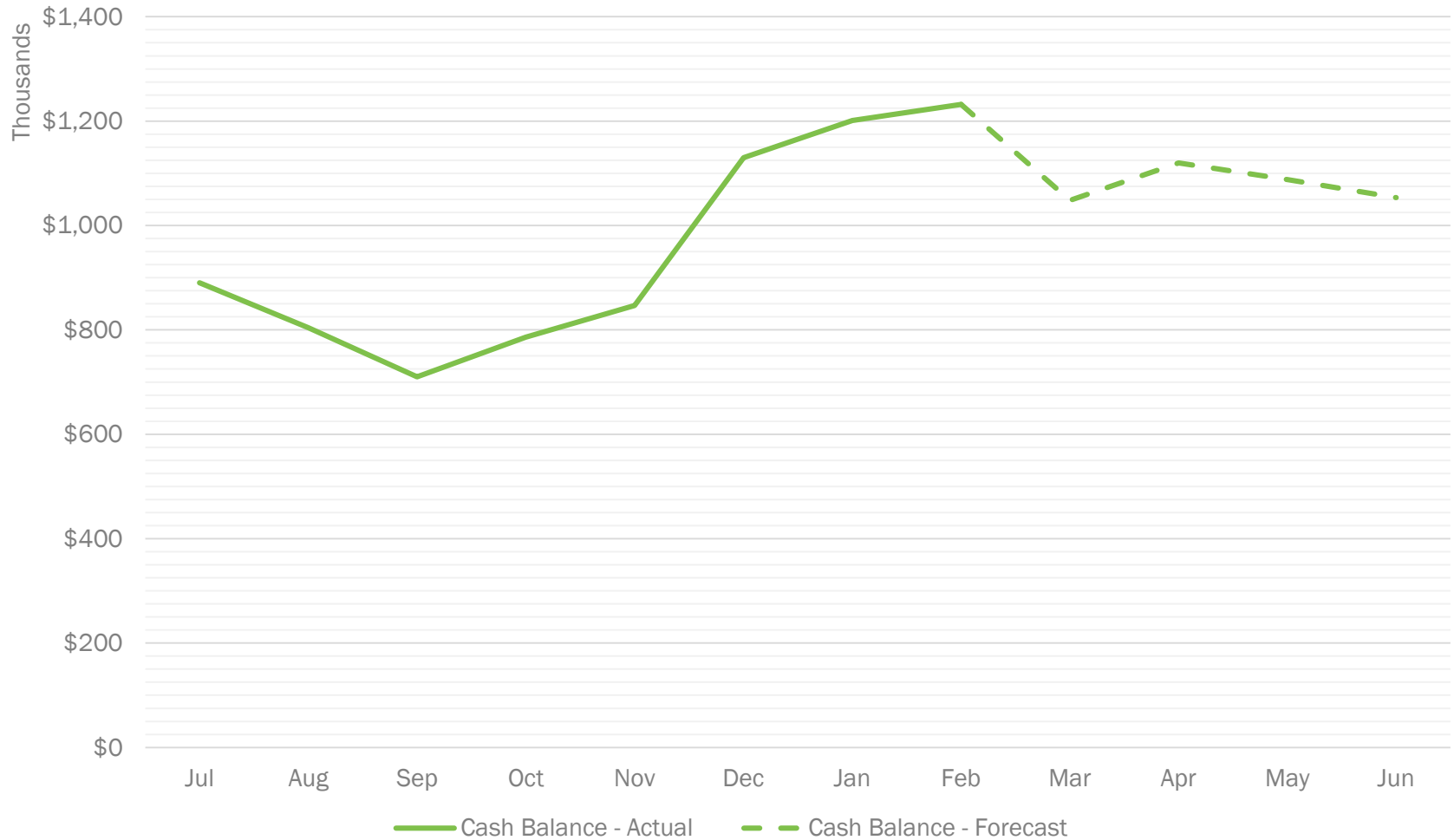
Projected ending cash balance at 6/30/18 is \$1.3M





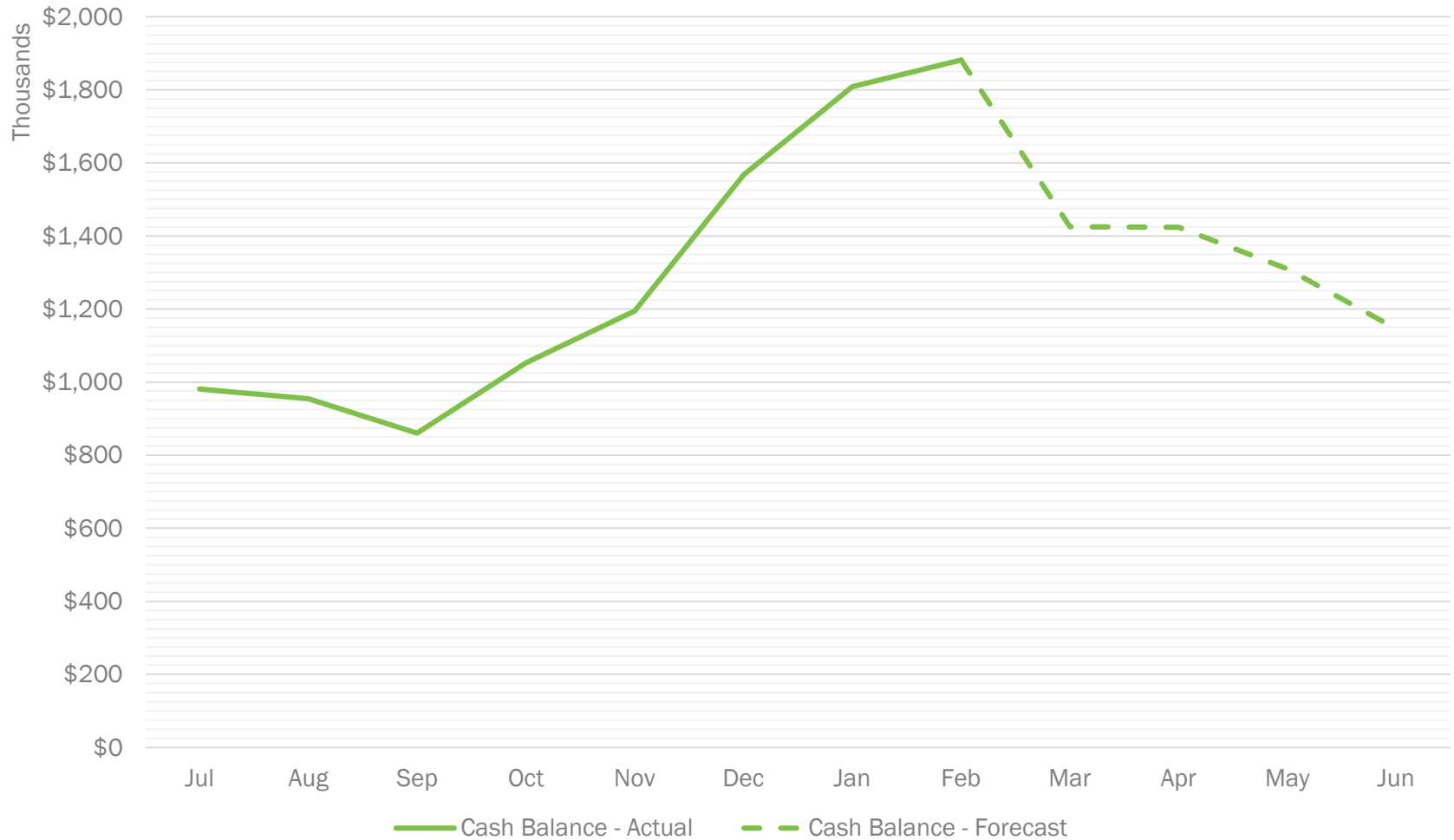
MSA-7 Monthly Cash Balance

Projected ending cash balance at 6/30/18 is \$1.1M



MSA-8 Monthly Cash Balance

Projected ending cash balance at 6/30/18 is \$1.1M



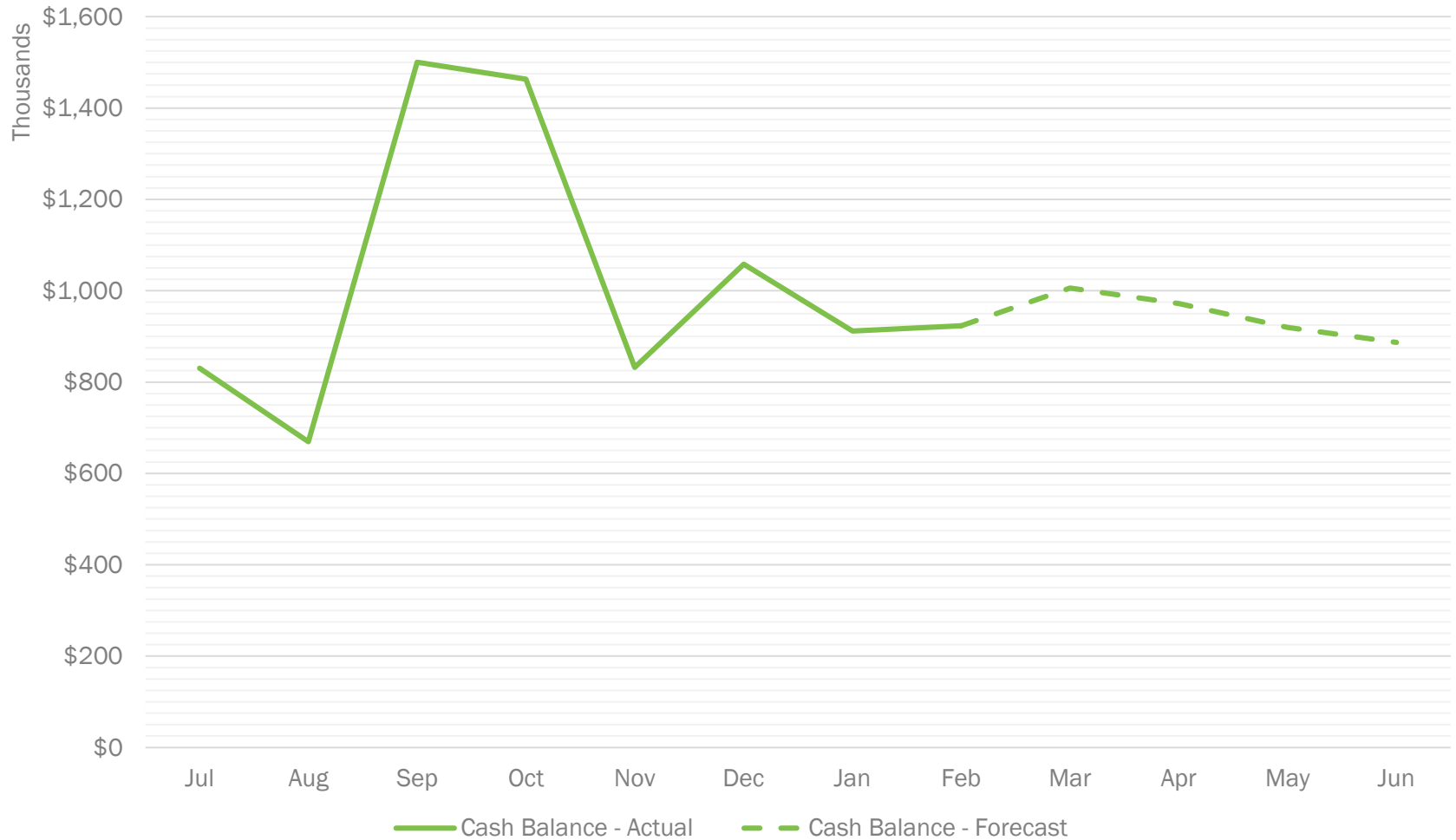
MSA-SA Monthly Cash Balance

Projected ending cash balance at 6/30/18 is \$420K



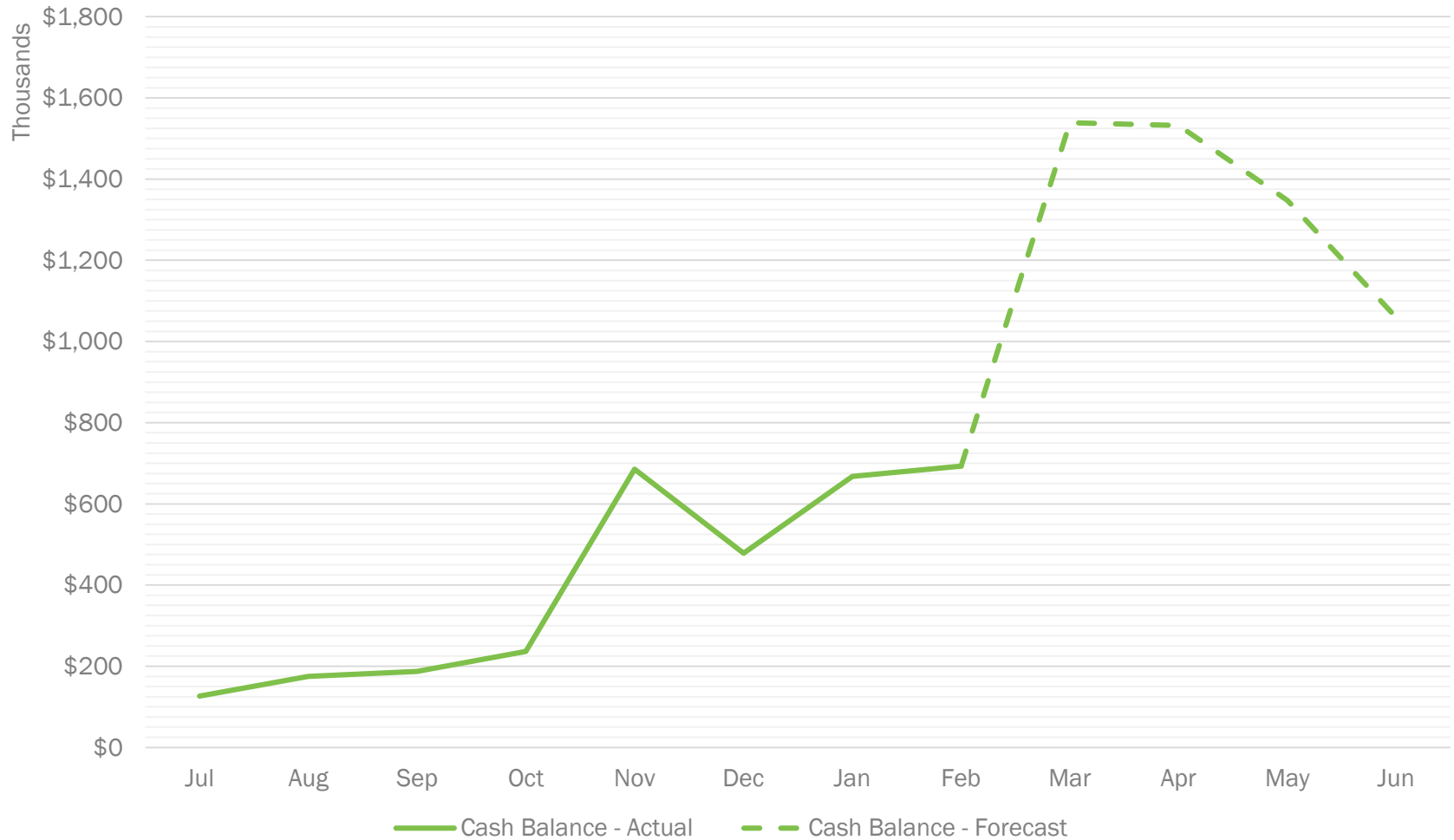
MSA-SD Monthly Cash Balance

Projected ending cash balance at 6/30/18 is \$887K



MERF Monthly Cash Balance

Projected ending cash balance at 6/30/18 is \$1.1M



February 2018 Balance Sheet

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	Total
2/28/2018												
Assets												
Cash Balances	\$ 2,122,480	\$ 815,469	\$ 510,347	\$ 1,201,472	\$ 1,555,282	\$ 1,154,870	\$ 1,232,059	\$ 1,881,698	\$ 825,794	\$ 923,117	\$ 693,190	\$ 12,915,779
Accounts Receivable	541,789	44,920	47,052	18,812	18,845	17,147	30,836	51,652	28,528	786,803	(841,569)	744,814
Deposits & Prepaid expenses	-	-	-	-	6,547	-	4,000	72,759	19,690	45,000	725,860	873,856
Fixed Assets, Net	338,583	119,234	74,709	51,674	33,843	43,531	24,526	145,507	17,504,906	287,006	16,763	18,640,284
Intercompany Receivable	697,469	140,915	15,004	207,740	-	300,000	-	1,722,868	91,139	206,796	3,362,236	6,744,167
												-
Total Assets	\$3,700,321	\$1,120,539	\$647,112	\$1,479,699	\$1,614,517	\$1,515,548	\$1,291,421	\$3,874,484	\$ 18,470,057	\$2,248,722	\$3,956,480	\$ 39,918,901
Liabilities & Equity												
AP & Accrued Expenses	\$ 232,431	\$ 354,592	\$ 105,770	\$ 52,017	\$ 81,045	\$ 42,354	\$ 87,684	\$ 101,959	\$ 599,976	\$ 46,339	\$ 973,718	\$ 2,677,884
Intercompany Balances Payable	38,831	11,705	38,535	2,954	8,090	15,297	-	-	2,381,070	829,122	2,677,602	6,003,206
Loans and other payables	-	-	-	-	-	-	-	-	8,597,965	151,806	-	8,749,771
Temporarily Restricted	166,231	108,630	113,324	123,304	70,860	54,312	52,741	57,367	133,365	185,098	-	1,065,233
Beginning Net Assets - Audited	3,220,046	788,453	518,640	906,852	1,304,695	1,204,605	959,589	3,309,032	7,743,646	1,063,588	(766,777)	20,252,369
Net Income (Loss) to Date	42,783	(142,841)	(129,157)	394,572	149,827	198,980	191,408	406,127	(985,965)	(27,231)	1,071,937	1,170,439
Total Liabilities & Equity	\$3,700,321	\$1,120,539	\$647,112	\$1,479,699	\$1,614,517	\$1,515,548	\$1,291,421	\$3,874,484	\$ 18,470,057	\$2,248,722	\$3,956,480	\$ 39,918,901

FY18 vs FY17 Balance Sheet

	2/28/2018	6/30/2017	YTD Change
Assets			
Cash Balances	\$ 12,915,779	\$ 8,913,830	\$ 4,001,949
Accounts Receivable	744,814	4,113,784	(3,368,970)
Prepays Deposits	873,856	380,615	493,242
Fixed Assets, Net	18,640,284	22,829,757	(4,189,473)
Intercompany Receivable	6,744,167	8,707,925	(1,963,758)
Total Assets	\$39,918,901	\$44,945,912	\$(5,027,011)
Liabilities & Equity			
AP & Accrued Expenses	\$ 2,677,884	\$ 2,694,082	\$ (16,197)
Deferred Revenue	-	\$0.00	-
Intercompany Balances Payable	6,003,206	8,707,925	(2,704,720)
Loans and other payables	8,749,771	\$11,366,023.88	(2,616,253)
Temporarily Restricted	1,065,233	\$1,147,480.42	(82,248)
Beginning Net Assets	20,252,369	\$19,473,923.82	778,445
Net Income (Loss) to Date	1,170,439	\$1,556,476.62	(386,038)
Total Liabilities & Equity	\$39,918,901	\$44,945,912	\$(5,027,011)

Intercompany Balances

Total cumulative intercompany payable/receivable was \$6M at 02/28

Due To/From All Sites (excluding CMO Fees)*

	Due To											Total Due To	
	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD		MERF
MSA-1		1,310	6,532	348	-	-	-	-	(58,746)	-	-	89,386	38,831
MSA-2	-		8,400	-	-	-	-	-	-	-	-	3,305	11,705
MSA-3	-	8,400		-	-	-	318	2,387	-	2,411	25,018	-	38,535
MSA-4	-	-	-		-	-	-	2,954	-	-	-	-	2,954
MSA-5	-	-	-	-		-	-	-	-	5,233	-	-	5,233
MSA-6	15,297	-	-	-	-		-	-	-	-	-	-	15,297
MSA-7	-	-	-	-	-	-		-	-	-	-	-	-
MSA-8	-	-	-	-	-	-	-		-	-	-	-	-
MSA-SA	75,554	-	-	-	-	-	-	-		-	2,305,516	-	2,381,070
MSA-SC	-	-	-	-	-	-	-	-	-	-	-	-	-
MSA-SD	198,191	-	72	-	-	-	-	-	-	-	630,859	-	829,122
MERF	305,250	131,205	-	207,392	-	300,000	-	1,722,550	10,244	-	960	-	2,677,602
Total Due From	594,292	140,916	15,004	207,740	-	300,000	-	1,722,868	(43,161)	-	8,605	3,054,084	6,000,349
Total Due To	(38,831)	(11,705)	(38,535)	(2,954)	(5,233)	(15,297)	-	-	(2,381,070)	-	(829,122)	(2,677,602)	-
Net Balance	555,462	129,211	(23,531)	204,786	(5,233)	284,703	-	1,722,868	(2,424,231)	-	(820,517)	376,482	-

*This includes board approved loans and all other expenses and allocations

Intercompany Balances

Total FY17-18 intercompany payable/receivable was \$1.3M at 02/28

Due To/From All Sites (excluding CMO Fees)*

	Due To											Total Due To	
	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD		MERF
MSA-1		1,310	-	-	-	-	-	-	-	-	-	30,640	31,951
MSA-2	-		-	8,400	-	-	-	-	-	-	-	-	8,400
MSA-3	-	8,400		-	-	-	-	318	-	-	-	-	8,718
MSA-4	-	-	-		-	-	-	-	-	-	-	-	-
MSA-5	-	-	-	-		-	-	-	-	-	-	-	-
MSA-6	15,297	-	-	-	-		-	-	-	-	-	-	15,297
MSA-7	-	-	-	-	-	-		-	-	-	-	-	-
MSA-8	-	-	-	-	-	-	-		-	-	-	-	-
MSA-SA	75,554	-	-	-	-	-	-	-		-	-	214,121	289,675
MSA-SC	-	-	-	-	-	-	-	-	-		-	-	-
MSA-SD	198,191	-	-	72	-	-	-	-	-	-		630,859	829,122
MERF	72,492	-	7,392	-	-	-	-	2,002	2,424	-	-	-	84,311
Total Due From	361,534	9,710	7,392	8,472	-	-	-	2,320	2,424	-	-	875,621	1,267,474
Total Due To	(31,951)	(8,400)	(8,718)	-	-	(15,297)	-	-	(289,675)	-	(829,122)	(84,311)	
Net Balance	329,583	1,310	(1,326)	8,472	-	(15,297)	-	2,320	(287,251)	-	(829,122)	791,310	

*This includes board approved loans and all other expenses and allocations

MSA-1
Budget vs. Actual - Restricted and Unrestricted
As of Feb FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining
SUMMARY									
Revenue									
LCFF Entitlement	356,374	704,278	347,904	2,801,317	4,801,255	1,999,938	3,157,691	5,505,533	2,347,842
Federal Revenue	190,120	1,165,180	975,060	60,558	1,721	(58,837)	250,678	1,166,901	916,223
Other State Revenues	349,118	891,167	542,049	80,433	407,890	327,457	429,552	1,299,057	869,505
Local Revenues	8,444	118,832	110,388	8,246	(42,507)	(50,753)	16,690	76,325	59,635
Fundraising and Grants	33,777	-	(33,777)	12,204	58,185	45,981	45,981	58,185	12,204
Total Revenue	937,833	2,879,457	1,941,624	2,962,758	5,226,544	2,263,786	3,900,591	8,106,001	4,205,410
Expenses									
Compensation and Benefits	299,982	1,325,895	1,025,913	1,956,525	2,225,779	269,254	2,256,507	3,551,674	1,295,167
Books and Supplies	114,757	330,232	215,475	55,995	433,279	377,284	170,752	763,511	592,759
Services and Other Operating Expenditures	158,088	816,460	658,372	1,268,258	2,107,893	839,635	1,426,346	2,924,353	1,498,007
Depreciation	-	-	-	-	153,345	153,345	-	153,345	153,345
Other Outflows	-	-	-	4,204	-	(4,204)	4,204	-	(4,204)
Total Expenses	572,827	2,472,587	1,899,760	3,284,981	4,920,296	1,635,314	3,857,808	7,392,883	3,535,074
Operating Income	365,006	406,870	41,864	(322,223)	306,249	628,471	42,783	713,119	670,336

MSA-2
Budget vs. Actual - Restricted and Unrestricted
As of Feb FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining
SUMMARY									
Revenue									
LCFF Entitlement	291,185	588,083	296,898	2,246,621	3,952,425	1,705,804	2,537,806	4,540,508	2,002,702
Federal Revenue	158,609	492,533	333,924	30,610	30,610	(0)	189,219	523,143	333,924
Other State Revenues	227,844	271,396	43,552	67,559	375,551	307,992	295,403	646,947	351,544
Local Revenues	5,264	205,868	200,604	64	(167,189)	(167,253)	5,328	38,679	33,351
Fundraising and Grants	17,605	-	(17,605)	1,701	23,464	21,763	19,307	23,464	4,157
Total Revenue	700,507	1,557,880	857,373	2,346,556	4,214,861	1,868,305	3,047,063	5,772,741	2,725,678
Expenses									
Compensation and Benefits	521,659	1,116,895	595,236	1,381,235	2,062,754	681,519	1,902,894	3,179,649	1,276,755
Books and Supplies	137,164	299,652	162,488	86,736	321,166	234,430	223,900	620,818	396,918
Services and Other Operating Expenditures	92,507	188,352	95,845	927,399	1,638,653	711,254	1,019,906	1,827,005	807,099
Depreciation	-	(0)	(0)	37,566	51,413	13,847	37,566	51,413	13,847
Total Expenses	751,330	1,604,899	853,569	2,438,575	4,073,986	1,635,412	3,189,904	5,678,885	2,488,981
Operating Income	(50,823)	(47,019)	3,804	(92,019)	140,875	232,893	(142,841)	93,856	236,697

MSA-3

Budget vs. Actual - Restricted and Unrestricted

As of Feb FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining
SUMMARY									
Revenue									
LCFF Entitlement	288,238	568,118	279,880	2,245,300	3,836,005	1,590,705	2,533,538	4,404,123	1,870,585
Federal Revenue	110,320	492,122	381,802	8,294	23,994	15,700	118,614	516,116	397,502
Other State Revenues	326,003	378,418	52,415	67,117	370,701	303,584	393,120	749,119	355,999
Local Revenues	20,509	244,060	223,551	7,098	(198,694)	(205,792)	27,607	45,366	17,759
Fundraising and Grants	18,143	-	(18,143)	997	14,735	13,738	19,141	14,735	(4,406)
Total Revenue	763,214	1,682,718	919,504	2,328,806	4,046,741	1,717,935	3,092,020	5,729,459	2,637,439
Expenses									
Compensation and Benefits	396,242	1,083,021	686,780	1,454,039	1,801,860	347,821	1,850,281	2,884,881	1,034,600
Books and Supplies	77,810	294,156	216,346	91,377	335,498	244,121	169,187	629,654	460,467
Services and Other Operating Expenditures	134,239	299,721	165,482	1,038,705	1,799,784	761,079	1,172,944	2,099,505	926,561
Depreciation	-	-	-	25,462	19,096	(6,366)	25,462	19,096	(6,366)
Other Outflows	-	-	-	6,222	-	(6,222)	6,222	-	(6,222)
Total Expenses	608,291	1,676,898	1,068,607	2,615,804	3,956,238	1,340,434	3,224,095	5,633,136	2,409,041
Operating Income	154,923	5,820	(149,103)	(286,998)	90,503	377,501	(132,075)	96,323	228,398

MSA-4

Budget vs. Actual - Restricted and Unrestricted

As of Feb FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining
SUMMARY									
Revenue									
LCFF Entitlement	129,180	227,392	98,212	957,176	1,470,433	513,257	1,086,356	1,697,825	611,469
Federal Revenue	100,871	211,209	110,338	7,596	28,960	21,364	108,466	240,169	131,703
Other State Revenues	287,759	106,103	(181,656)	26,615	267,915	241,300	314,374	374,018	59,644
Local Revenues	8,590	103,029	94,439	-	(76,083)	(76,083)	8,590	26,946	18,356
Fundraising and Grants	4,289	-	(4,289)	-	5,517	5,517	4,289	5,517	1,228
Total Revenue	530,688	647,733	117,045	991,388	1,696,742	705,354	1,522,076	2,344,475	822,399
Expenses									
Compensation and Benefits	106,013	410,530	304,517	555,373	674,734	119,361	661,386	1,085,264	423,878
Books and Supplies	17,588	59,888	42,300	28,146	320,139	291,993	45,734	380,027	334,293
Services and Other Operating Expenditures	90,030	237,219	147,189	318,223	598,060	279,837	408,253	835,279	427,026
Depreciation	-	-	-	10,440	15,656	5,216	10,440	15,656	5,216
Total Expenses	213,631	707,637	494,006	913,872	1,608,589	694,717	1,127,503	2,316,226	1,188,723
Operating Income	317,056	(59,904)	(376,960)	77,516	88,153	10,637	394,572	28,249	(366,323)

MSA-5

Budget vs. Actual - Restricted and Unrestricted

As of Feb FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining
SUMMARY									
Revenue									
LCFF Entitlement	116,963	261,182	144,219	935,581	1,697,410	761,829	1,052,544	1,958,592	906,048
Federal Revenue	88,045	218,092	130,047	15,116	28,391	13,275	103,161	246,483	143,322
Other State Revenues	286,900	153,766	(133,134)	23,756	270,091	246,335	310,656	423,857	113,201
Local Revenues	11,725	66,891	55,166	-	81,713	81,713	11,725	148,604	136,879
Fundraising and Grants	-	-	-	-	2,017	2,017	-	2,017	2,017
Total Revenue	503,633	699,931	196,298	974,453	2,079,622	1,105,169	1,478,086	2,779,553	1,301,467
Expenses									
Compensation and Benefits	91,139	458,722	367,583	820,936	1,001,363	180,427	912,075	1,460,085	548,010
Books and Supplies	25,638	32,555	6,917	69,857	451,655	381,798	95,495	484,210	388,715
Services and Other Operating Expenditures	77,355	226,297	148,942	231,869	483,049	251,180	309,225	709,346	400,121
Depreciation	-	0	0	11,464	18,908	7,444	11,464	18,908	7,444
Other Outflows	-	-	-	-	-	-	-	-	-
Total Expenses	194,133	717,574	523,441	1,134,127	1,954,975	820,848	1,328,259	2,672,549	1,344,290
Operating Income	309,500	(17,643)	(327,143)	(159,674)	124,647	284,320	149,827	107,004	(42,823)

MSA-6

Budget vs. Actual - Restricted and Unrestricted

As of Feb FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining
SUMMARY									
Revenue									
LCFF Entitlement	108,332	198,089	89,757	821,498	1,292,422	470,924	929,830	1,490,511	560,681
Federal Revenue	58,634	153,351	94,717	25,447	22,200	(3,247)	84,081	175,551	91,470
Other State Revenues	166,297	171,048	4,751	23,786	117,219	93,433	190,083	288,267	98,184
Local Revenues	7,430	11,308	3,878	-	(2,678)	(2,678)	7,430	8,630	1,200
Fundraising and Grants	11,180	-	(11,180)	172	14,749	14,577	11,352	14,749	3,397
Total Revenue	351,874	533,796	181,922	870,903	1,443,912	573,009	1,222,777	1,977,708	754,931
Expenses									
Compensation and Benefits	49,225	328,114	278,889	607,744	854,062	246,318	656,969	1,182,176	525,207
Books and Supplies	28,460	73,838	45,378	30,080	122,607	92,527	58,540	196,445	137,905
Services and Other Operating Expenditures	45,855	135,046	89,191	247,517	379,510	131,993	293,373	514,556	221,183
Depreciation	-	-	-	13,185	28,726	15,541	13,185	28,726	15,541
Other Outflows	-	-	-	1,730	-	(1,730)	1,730	-	(1,730)
Total Expenses	123,540	536,998	413,458	900,256	1,384,905	484,649	1,023,797	1,921,903	898,106
Operating Income	228,333	(3,202)	(231,535)	(29,353)	59,007	88,360	198,980	55,805	(143,175)

MSA-7

Budget vs. Actual - Restricted and Unrestricted

As of Feb FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining
SUMMARY									
Revenue									
LCFF Entitlement	173,560	330,075	156,515	1,372,064	2,244,235	872,171	1,545,624	2,574,310	1,028,686
Federal Revenue	107,975	251,998	144,023	24,838	-	(24,838)	132,814	251,998	119,184
Other State Revenues	540,802	503,884	(36,918)	39,085	298,827	259,742	579,887	802,711	222,824
Local Revenues	16,740	84,524	67,784	-	(31,413)	(31,413)	16,740	53,111	36,371
Fundraising and Grants	11,927	(0)	(11,927)	-	12,898	12,898	11,927	12,898	971
Total Revenue	851,004	1,170,481	319,477	1,435,987	2,524,547	1,088,560	2,286,992	3,695,028	1,408,036
Expenses									
Compensation and Benefits	316,554	570,194	253,640	742,330	1,101,842	359,512	1,058,885	1,672,036	613,151
Books and Supplies	55,466	118,029	62,563	63,713	301,239	237,526	119,179	419,268	300,089
Services and Other Operating Expenditures	168,251	482,258	314,007	736,530	986,994	250,464	904,781	1,469,252	564,471
Depreciation	-	-	-	13,524	44,909	31,385	13,524	44,909	31,385
Total Expenses	540,272	1,170,481	630,209	1,555,312	2,434,984	879,672	2,095,584	3,605,465	1,509,881
Operating Income	310,732	(0)	(310,733)	(119,324)	89,563	208,887	191,408	89,563	(101,845)

MSA-8

Budget vs. Actual - Restricted and Unrestricted

As of Feb FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining
SUMMARY									
Revenue									
LCFF Entitlement	308,190	587,800	279,610	2,392,693	3,938,041	1,545,348	2,700,883	4,525,841	1,824,958
Federal Revenue	159,148	336,842	177,694	-	-	-	159,148	336,842	177,694
Other State Revenues	426,725	456,297	29,572	69,360	384,579	315,219	496,085	840,876	344,791
Local Revenues	16,751	114,656	97,905	-	(71,684)	(71,684)	16,751	42,972	26,221
Fundraising and Grants	13,147	(0)	(13,147)	-	22,236	22,236	13,147	22,236	9,089
Total Revenue	923,960	1,495,595	571,635	2,462,053	4,273,172	1,811,119	3,386,013	5,768,767	2,382,754
Expenses									
Compensation and Benefits	360,569	1,138,279	777,710	1,205,291	1,616,517	411,226	1,565,860	2,754,796	1,188,936
Books and Supplies	58,247	56,639	(1,608)	98,611	586,596	487,985	156,857	643,235	486,378
Services and Other Operating Expenditures	161,184	300,676	139,492	1,051,273	1,905,445	854,172	1,212,457	2,206,121	993,664
Depreciation	-	-	-	45,204	96,064	50,860	45,204	96,064	50,860
Total Expenses	580,000	1,495,594	915,594	2,399,887	4,204,622	1,804,735	2,979,886	5,700,216	2,720,330
Operating Income	343,960	1	(343,960)	62,167	68,550	6,384	406,127	68,551	(337,576)

MSA-SA

Budget vs. Actual - Restricted and Unrestricted

As of Feb FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining
SUMMARY									
Revenue									
LCFF Entitlement	61,073	142,080	81,007	3,461,199	6,651,433	3,190,234	3,522,272	6,793,513	3,271,241
Federal Revenue	206,689	601,480	394,791	61,049	61,049	(0)	267,738	662,529	394,791
Other State Revenues	235,330	422,496	187,166	87,756	216,334	128,578	323,086	638,830	315,744
Local Revenues	17,126	362,084	344,958	4,449	(305,361)	(309,810)	21,575	56,723	35,148
Fundraising and Grants	38,277	-	(38,277)	-	48,358	48,358	38,277	48,358	10,081
Total Revenue	558,495	1,528,140	969,645	3,614,453	6,671,813	3,057,360	4,172,948	8,199,953	4,027,005
Expenses									
Compensation and Benefits	471,506	922,871	451,365	2,586,893	3,570,524	983,631	3,058,399	4,493,395	1,434,996
Books and Supplies	183,749	386,089	202,340	192,604	291,450	98,846	376,353	677,539	301,186
Services and Other Operating Expenditures	116,105	256,954	140,849	1,256,165	2,067,990	811,825	1,372,270	2,324,944	952,674
Depreciation	-	0	0	264,823	505,350	240,527	264,823	505,350	240,528
Other Outflows	-	0	0	87,070	173,107	86,038	87,070	173,108	86,038
Total Expenses	771,360	1,565,914	794,554	4,387,554	6,608,421	2,220,867	5,158,914	8,174,336	3,015,422
Operating Income	(212,866)	(37,774)	175,091	(773,101)	63,392	836,492	(985,966)	25,617	1,011,583

MSA-SD

Budget vs. Actual - Restricted and Unrestricted

As of Feb FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining	Actual YTD	Approved Budget (2nd Interim)	Budget Remaining
SUMMARY									
Revenue									
LCFF Entitlement	40,792	77,858	37,066	1,663,820	2,882,227	1,218,407	1,704,612	2,960,085	1,255,473
Federal Revenue	19,406	131,511	112,105	10,070	-	(10,070)	29,476	131,511	102,035
Other State Revenues	358,547	299,994	(58,553)	57,715	335,861	278,146	416,261	635,855	219,594
Local Revenues	20,918	11,804	(9,114)	1,569	63,631	62,062	22,487	75,435	52,948
Fundraising and Grants	29,876	-	(29,876)	627	33,051	32,424	30,503	33,051	2,548
Total Revenue	469,538	521,167	51,628	1,733,801	3,314,770	1,580,969	2,203,339	3,835,936	1,632,597
Expenses									
Compensation and Benefits	215,977	355,385	139,408	1,177,157	1,843,875	666,718	1,393,133	2,199,260	806,126
Books and Supplies	9,077	52,002	42,925	33,131	278,562	245,431	42,208	330,564	288,356
Services and Other Operating Expenditures	70,740	196,001	125,261	680,285	1,241,065	560,780	751,025	1,437,066	686,041
Depreciation	-	0	0	29,746	30,295	549	29,746	30,295	549
Total Expenses	295,794	603,388	307,594	1,934,776	3,393,797	1,459,021	2,230,570	3,997,185	1,766,614
Operating Income	173,745	(82,221)	(255,966)	(200,976)	(79,027)	121,948	(27,231)	(161,248)	(134,017)

MPS
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd interim Approved Revised Budget	Current Forecast	2nd interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	20,771,157	38,117,866	36,450,839	36,395,774	(55,066)	15,624,617	57%
Federal Revenue	1,494,995	4,008,196	4,259,324	4,251,153	(8,171)	2,756,158	35%
Other State Revenues	3,748,508	4,320,287	6,699,536	6,842,811	143,276	3,094,303	55%
Local Revenues	4,470,447	6,843,121	7,019,546	7,030,760	11,214	2,560,313	64%
Fundraising and Grants	299,297	218,766	370,083	376,994	6,911	77,698	79%
Total Revenue	30,784,404	53,508,235	54,799,329	54,897,492	98,163	24,113,089	56%
Expenses							
Compensation and Benefits	17,213,421	27,669,640	27,446,330	27,398,357	47,973	10,184,936	63%
Books and Supplies	1,474,346	3,378,007	5,211,532	5,192,532	19,000	3,718,186	28%
Services and Other Operating Expenditures	10,354,091	19,443,993	19,393,627	19,473,061	(79,433)	9,118,970	53%
Depreciation	452,374	957,438	964,695	964,695	-	512,322	47%
Other Outflows	119,734	173,107	173,107	173,107	-	53,374	69%
Total Expenses	29,613,965	51,622,185	53,189,291	53,201,752	(12,461)	23,587,787	56%
Operating Income	1,170,439	1,886,051	1,610,038	1,695,740	85,703	525,302	
Fund Balance							
Beginning Balance (Unaudited)		21,757,882	21,757,882	21,757,882			
Audit Adjustment		-	(440,274)	(440,274)			
Operating Income		1,886,051	1,610,038	1,695,740			
Ending Fund Balance		23,643,933	22,927,646	23,013,348			

MPS
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd interim Approved Revised Budget	Current Forecast	2nd interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS							
Enrollment Summary							
K-3		465	428	428	-		
4-6		1,018	957	957	-		
7-8		1,608	1,569	1,569	-		
9-12		1,023	984	984	-		
Total Enrolled		4,114	3,938	3,938	-		
ADA %							
K-3		96.0%	95.9%	95.9%	0.0%		
4-6		96.4%	96.2%	96.2%	0.0%		
7-8		96.6%	96.4%	96.4%	0.0%		
9-12		96.0%	95.0%	95.0%	0.0%		
Average ADA %		96.3%	95.9%	95.9%	0.0%		
ADA							
K-3		446.40	410.64	410.64	-		
4-6		981.14	920.68	920.68	-		
7-8		1,553.99	1,512.19	1,512.19	-		
9-12		981.85	934.77	934.77	-		
Total ADA		3,963.37	3,778.27	3,778.27	-		

MPS
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd interim Approved Revised Budget	Current Forecast	2nd interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	12,802,014	24,258,647	23,293,607	22,646,177	(647,430)	9,844,164	57%
8012 Education Protection Account Entitlement	1,873,887	3,829,460	3,684,955	3,791,117	106,162	1,917,230	49%
8019 State Aid - Prior Years	(2,333)	-	-	-	-	2,333	
8096 Charter Schools in Lieu of Property Taxes	6,097,589	10,029,759	9,472,277	9,958,479	486,202	3,860,890	61%
SUBTOTAL - LCFF Entitlement	20,771,157	38,117,866	36,450,839	36,395,774	(55,066)	15,624,617	57%
Federal Revenue							
8181 Special Education - Entitlement	185,118	573,412	563,547	563,547	-	378,429	33%
8220 Child Nutrition Programs	282,686	1,140,809	1,140,808	1,120,808	(20,000)	838,122	25%
8291 Title I	603,437	1,199,068	1,392,073	1,392,073	-	788,636	43%
8292 Title II	41,735	182,911	162,989	162,989	-	121,254	26%
8293 Title III	22,269	50,886	64,262	64,262	-	41,993	35%
8296 Other Federal Revenue	317,924	861,111	919,179	931,008	11,829	613,084	34%
8297 PY Federal - Not Accrued	3,786	-	3,786	3,786	-	0	100%
8299 All Other Federal Revenue	38,040	-	12,680	12,680	-	(25,360)	300%
SUBTOTAL - Federal Revenue	1,494,995	4,008,196	4,259,324	4,251,153	(8,171)	2,756,158	35%
Other State Revenue							
8319 Other State Apportionments - Prior Years	70,381	-	69,523	76,232	6,709	5,851	92%
8381 Special Education - Entitlement (State)	867,032	2,113,758	2,016,057	2,016,057	-	1,149,025	43%
8382 Special Education Reimbursements (State) - MH	51,480	-	-	180,332	180,332	128,852	29%
8520 Child Nutrition - State	24,293	97,696	97,696	97,696	-	73,403	25%
8545 School Facilities Apportionments	205,387	662,833	700,247	656,481	(43,765)	451,094	31%
8550 Mandated Cost Reimbursements	265,086	76,168	629,455	629,455	-	364,369	42%
8560 State Lottery Revenue	213,218	760,764	732,985	732,985	-	519,767	29%
8593 Prop 39 Clean Energy	1,794,362	-	1,794,362	1,794,362	-	-	100%
8596 ASES	257,269	609,068	659,212	659,212	-	401,943	39%
SUBTOTAL - Other State Revenue	3,748,508	4,320,287	6,699,536	6,842,811	143,276	3,094,303	55%
Local Revenue							
8634 Food Service Sales	29,781	34,703	40,628	40,978	350	11,197	73%
8650 Leases and Rentals	-	7,000	7,000	7,000	-	7,000	0%
8660 Interest	7,095	2,891	9,146	9,146	-	2,051	78%
8682 Summer Program	-	268,857	242,104	242,104	-	242,104	0%
8690 Other Local Revenue	85,369	93,820	108,153	108,217	64	22,848	79%

MPS
Income Statement
As of Feb FY2018

	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd interim Approved Revised Budget	Current Forecast	2nd interim Approved Revised Budget vs.	Current Forecast Remaining	
	Actual YTD						
8693 Field Trips	35,340	43,000	48,200	59,000	10,800	23,660	60%
8699 All Other Local Revenue	48,215	-	6,024	6,024	-	(42,191)	800%
8701 CMO Fee - MSA-1	718,163	1,047,567	1,077,245	1,077,245	-	359,082	67%
8702 CMO Fee - MSA-2	718,163	1,047,567	1,077,245	1,077,245	-	359,082	67%
8703 CMO Fee - MSA-3	639,629	949,358	976,253	976,253	-	336,624	66%
8704 CMO Fee - MSA-4	53,862	78,568	80,793	80,793	-	26,931	67%
8705 CMO Fee - MSA-5	66,957	78,568	80,793	80,793	-	13,837	83%
8706 CMO Fee - MSA-6	60,410	78,568	80,793	80,793	-	20,384	75%
8707 CMO Fee - MSA-7	359,082	654,729	538,623	538,623	-	179,541	67%
8708 CMO Fee - MSA-8	718,163	1,047,567	1,077,245	1,077,245	-	359,082	67%
8709 CMO Fee - MSA-SA	611,081	1,047,567	1,077,245	1,077,245	-	466,164	57%
8712 CMO Fee - MSA-SD	217,742	362,792	326,613	326,613	-	108,871	67%
8714 SpEd Option 3	-	-	119,000	119,000	-	119,000	0%
8715 Option 3	46,442	-	46,442	46,442	-	(1)	100%
8720 Revenue Program 20	52,034	-	-	-	-	(52,034)	
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0%
8999 Uncategorized Revenue	2,919	-	-	-	-	(2,919)	
SUBTOTAL - Local Revenue	4,470,447	6,843,121	7,019,546	7,030,760	11,214	2,560,313	64%
Fundraising and Grants							
8801 Donations - Parents	-	2,507	-	-	-	-	
8802 Donations - Private	127,039	75,179	208,375	207,313	(1,062)	80,274	61%
8803 Fundraising	172,258	141,080	161,709	169,681	7,973	(2,576)	102%
SUBTOTAL - Fundraising and Grants	299,297	218,766	370,083	376,994	6,911	77,698	79%
TOTAL REVENUE	30,784,404	53,508,235	54,799,329	54,897,492	98,163	24,113,089	56%

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	YTD	Budget					
	Actual YTD	Adopted Budget	2nd interim Approved Revised Budget	Current Forecast	2nd interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100 Teachers Salaries	7,441,068	12,051,883	12,037,387	11,995,317	42,070	4,554,250	62%
1300 Certificated Supervisor & Administrator Salaries	2,385,552	4,080,721	3,744,019	3,763,219	(19,200)	1,377,667	63%
SUBTOTAL - Certificated Salaries	9,826,619	16,132,604	15,781,406	15,758,536	22,870	5,931,917	62%
Classified Salaries							
2400 Classified Clerical & Office Salaries	1,855,730	3,036,624	2,871,492	2,854,009	17,484	998,279	65%
2900 Classified Other Salaries	1,400,653	1,685,474	1,988,421	1,988,231	190	587,579	70%
SUBTOTAL - Classified Salaries	3,256,382	4,722,099	4,859,913	4,842,240	17,673	1,585,858	67%
Employee Benefits							
3100 STRS	1,395,578	2,240,359	2,193,637	2,189,183	4,455	793,604	64%
3200 PERS	300,853	494,798	490,694	489,322	1,372	188,469	61%
3300 OASDI-Medicare-Alternative	383,843	621,733	626,935	625,747	1,188	241,904	61%
3400 Health & Welfare Benefits	1,782,310	3,033,544	3,057,314	3,057,314	-	1,275,003	58%
3500 Unemployment Insurance	31,154	76,057	48,312	48,353	(41)	17,199	64%
3600 Workers Comp Insurance	180,702	234,824	232,421	231,965	457	51,263	78%
3900 Other Employee Benefits	55,978	113,621	155,697	155,697	-	99,718	36%
SUBTOTAL - Employee Benefits	4,130,419	6,814,937	6,805,010	6,797,580	7,430	2,667,161	61%
Books & Supplies							
4100 Approved Textbooks & Core Curricula Materials	166,340	214,820	243,086	243,199	(113)	76,858	68%
4200 Books & Other Reference Materials	8,263	47,030	32,030	32,030	-	23,767	26%
4315 Custodial Supplies	16,402	65,480	55,480	55,480	-	39,078	30%
4320 Educational Software	246,603	265,718	374,819	374,819	-	128,217	66%
4325 Instructional Materials & Supplies	121,983	275,713	330,003	325,963	4,040	203,981	37%
4326 Art & Music Supplies	8,936	39,766	30,791	30,791	-	21,854	29%
4330 Office Supplies	87,131	70,549	114,338	117,338	(3,000)	30,208	74%
4335 PE Supplies	7,161	67,060	24,478	24,478	-	17,317	29%
4340 Professional Development Supplies	-	250	250	250	-	250	0%
4345 Non Instructional Student Materials & Supplies	19,682	73,755	66,009	66,009	-	46,327	30%
4346 Teacher Supplies	6,805	24,460	25,029	23,516	1,513	16,711	29%
4350 Uniforms	3,040	5,515	4,665	6,705	(2,040)	3,665	45%
4351 Yearbook	957	2,260	3,760	3,760	-	2,803	25%

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		YTD	Budget				% Current Forecast Spent	
		Actual YTD	Adopted Budget	2nd interim Approved Revised Budget	Current Forecast	2nd interim Approved Revised Budget vs.		Current Forecast Remaining
4361	PY Supplies Expenses (not accrued)	7,857	-	8,770	8,770	-	913	90%
4400	Noncapitalized Equipment	39,534	109,756	1,893,492	1,893,492	-	1,853,958	2%
4410	Classroom Furniture, Equipment & Supplies	51,740	109,128	116,301	116,301	(0)	64,561	44%
4420	Computers (individual items less than \$5k)	30,967	67,000	67,194	69,594	(2,400)	38,627	44%
4430	Non Classroom Related Furniture, Equipment & Supplies	17,144	55,869	56,459	54,059	2,400	36,915	32%
4700	Food	-	1,787,438	1,000	1,000	-	1,000	0%
4710	Student Food Services	595,471	-	1,671,958	1,651,958	20,000	1,056,486	36%
4720	Other Food	38,332	96,440	91,621	93,021	(1,400)	54,689	41%
SUBTOTAL - Books and Supplies		1,474,346	3,378,007	5,211,532	5,192,532	19,000	3,718,186	28%
Services & Other Operating Expenses								
5101	CMO Fees	-	6,392,850	-	-	-	-	
5200	Travel & Conferences	676	9,120	9,746	9,746	-	9,070	7%
5210	Conference Fees	8,095	101,435	98,730	98,730	-	90,635	8%
5215	Travel - Mileage, Parking, Tolls	35,437	104,650	102,621	102,621	-	67,184	35%
5220	Travel and Lodging	15,356	117,341	120,686	120,686	-	105,330	13%
5300	Dues & Memberships	52,456	78,077	80,767	79,767	1,000	27,310	66%
5450	Insurance - Other	170,323	207,148	229,563	229,563	-	59,240	74%
5500	Operations & Housekeeping	76,954	213,191	209,135	209,135	-	132,181	37%
5510	Utilities - Gas and Electric	132,426	249,548	249,548	249,548	-	117,122	53%
5605	Equipment Leases	141,755	203,818	221,202	221,202	-	79,447	64%
5610	Rent	1,411,734	2,595,983	2,173,414	2,173,414	-	761,679	65%
5611	Prop 39 Related Costs	340,291	1,001,614	926,682	926,682	-	586,391	37%
5615	Repairs and Maintenance - Building	78,615	180,094	181,371	181,371	-	102,756	43%
5617	Repairs and Maintenance - Other Equipment	6,033	15,970	27,470	27,470	-	21,437	22%
5803	Accounting Fees	46,123	124,409	140,052	140,052	-	93,929	33%
5809	Banking Fees	1,972	34,765	29,942	29,942	-	27,970	7%
5812	Business Services	348,576	700,000	700,000	700,000	-	351,424	50%
5813	School Programs - After School Program	384,350	617,781	668,238	668,238	-	283,888	58%
5814	School Programs - Academic Competitions	20,761	31,496	39,791	39,791	-	19,030	52%
5819	School Programs - Other	41,708	65,518	75,998	79,864	(3,866)	38,156	52%
5820	Consultants - Non Instructional	47,252	143,047	118,047	118,047	-	70,795	40%
5822	Other Professional Services	826,717	1,188,857	1,304,028	1,303,679	349	476,962	63%
5824	District Oversight Fees	105,983	379,832	364,508	363,958	551	257,975	29%
5830	Field Trips Expenses	72,029	185,900	189,200	204,200	(15,000)	132,171	35%
5833	Fines and Penalties	8,634	1,518	6,830	8,763	(1,933)	129	99%
5843	Interest - Loans Less than 1 Year	45,500	-	45,500	45,500	-	-	100%
5845	Legal Fees	260,147	574,000	731,000	731,000	-	470,853	36%

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	YTD	Budget					
	Actual YTD	Adopted Budget	2nd interim Approved Revised Budget	Current Forecast	2nd interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
5848 Licenses and Other Fees	29,046	-	10,740	33,412	(22,672)	4,366	87%
5851 Marketing and Student Recruiting	58,224	182,710	171,091	171,091	-	112,867	34%
5857 Payroll Fees	106,527	196,902	195,595	195,595	-	89,067	54%
5858 CMO Fees Expense	4,244,002	-	6,392,850	6,392,850	-	2,148,848	66%
5861 Prior Yr Exp (not accrued)	(200,898)	-	120,962	125,920	(4,958)	326,819	-160%
5863 Professional Development	83,193	366,414	363,396	363,396	-	280,203	23%
5864 Professional Development - Tuition Reimbursement	53,621	454,750	408,650	408,650	-	355,030	13%
5869 Special Education Contract Instructors	352,421	993,023	933,857	933,857	-	581,436	38%
5872 Special Education Encroachment	150,946	295,407	262,424	262,424	-	111,478	58%
5875 Staff Recruiting	6,848	17,300	17,300	17,300	-	10,452	40%
5884 Substitutes	285,112	422,960	468,270	498,270	(30,000)	213,158	57%
5887 Technology Services	341,637	800,118	814,177	814,177	-	472,539	42%
5893 Transportation - Student	47,265	69,010	62,000	62,000	-	14,736	76%
5898 Bad Debt Expense	12,219	2,559	2,559	2,559	-	(9,660)	477%
5899 Miscellaneous Operating Expenses	24	0	(20,737)	(20,737)	-	(20,761)	0%
5900 Communications	75,880	45,340	66,889	69,793	(2,904)	(6,087)	109%
5915 Postage and Delivery	28,120	79,536	79,536	79,536	-	51,416	35%
SUBTOTAL - Services & Other Operating Exp.	10,354,091	19,443,993	19,393,627	19,473,061	(79,433)	9,118,970	53%
Capital Outlay & Depreciation							
6200 Buildings & Improvement of Buildings	0	-	-	-	-	(0)	
6900 Depreciation	452,374	957,438	964,695	964,695	-	512,322	47%
SUBTOTAL - Capital Outlay & Depreciation	452,374	957,438	964,695	964,695	-	512,322	47%
Other Outflows							
7438 Long term debt - Interest	87,070	173,107	173,107	173,107	-	86,038	50%
7999 Uncategorized Expense	32,664	-	-	-	-	(32,664)	
SUBTOTAL - Other Outflows	119,734	173,107	173,107	173,107	-	53,374	69%
TOTAL EXPENSES	29,613,965	51,622,185	53,189,291	53,201,752	(12,461)	23,587,787	56%

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	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	3,157,691	5,459,002	5,505,533	5,505,933	400	2,348,242	57%
Federal Revenue	250,678	1,088,351	1,166,901	1,166,901	-	916,223	21%
Other State Revenues	429,552	890,794	1,299,057	1,277,227	(21,830)	847,675	34%
Local Revenues	16,690	69,650	76,325	76,325	-	59,635	22%
Fundraising and Grants	45,981	65,000	58,185	58,185	(0)	12,204	79%
Total Revenue	3,900,591	7,572,797	8,106,001	8,084,571	(21,430)	4,183,980	48%
Expenses							
Compensation and Benefits	2,256,507	3,515,834	3,551,674	3,560,376	(8,702)	1,303,870	63%
Books and Supplies	170,752	514,102	763,511	763,511	(0)	592,759	22%
Services and Other Operating Expenditures	1,426,346	3,276,235	2,924,353	2,927,261	(2,908)	1,500,915	49%
Depreciation	-	153,345	153,345	153,345	-	153,345	0%
Other Outflows	4,204	-	-	-	-	(4,204)	
Total Expenses	3,857,808	7,459,516	7,392,883	7,404,493	(11,611)	3,546,685	52%
Operating Income	42,783	113,281	713,118	680,077	(33,041)	637,294	
Fund Balance							
Beginning Balance (Unaudited)		3,592,121	3,592,121	3,592,121			
Audit Adjustment		-	(205,846)	(205,846)			
Operating Income		113,281	713,118	680,077			
Ending Fund Balance		3,705,403	4,099,394	4,066,352			
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		85	88	88	-		
7-8		160	168	168	-		
9-12		295	287	287	-		
Total Enrolled		540	543	543	-		
ADA %							
4-6		95.9%	95.9%	95.9%	0.0%		
7-8		97.0%	97.0%	97.0%	0.0%		
9-12		95.8%	96.3%	96.3%	0.0%		

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	YTD Actual YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
Average ADA %		96.2%	96.4%	96.4%	0.0%		
ADA							
4-6		81.53	84.41	84.41	-		
7-8		155.18	162.94	162.94	-		
9-12		282.66	276.29	276.29	-		
Total ADA		519.37	523.64	523.64	-		
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	2,006,070	3,652,173	3,689,855	3,624,833	(65,022)	1,618,763	55%
8012 Education Protection Account Entitlement	356,374	704,485	704,278	725,856	21,578	369,482	49%
8019 State Aid - Prior Years	36	-	-	-	-	(36)	
8096 Charter Schools in Lieu of Property Taxes	795,211	1,102,345	1,111,400	1,155,244	43,844	360,034	69%
SUBTOTAL - LCFF Entitlement	3,157,691	5,459,002	5,505,533	5,505,933	400	2,348,242	57%
Federal Revenue							
8181 Special Education - Entitlement	-	67,625	67,625	67,625	-	67,625	0%
8220 Child Nutrition Programs	74,125	232,339	232,339	232,339	-	158,214	32%
8291 Title I	92,069	185,886	228,355	228,355	-	136,286	40%
8292 Title II	6,402	29,415	25,745	25,745	-	19,343	25%
8293 Title III	17,110	50,886	59,103	59,103	-	41,993	29%
8296 Other Federal Revenue	59,251	522,200	552,013	552,013	-	492,762	11%
8297 PY Federal - Not Accrued	1,721	-	1,721	1,721	-	0	100%
SUBTOTAL - Federal Revenue	250,678	1,088,351	1,166,901	1,166,901	-	916,223	21%
Other State Revenue							
8319 Other State Apportionments - Prior Years	11,595	-	11,595	11,595	-	(0)	100%
8381 Special Education - Entitlement (State)	-	266,958	269,151	269,151	-	269,151	0%
8382 Special Education Reimbursements (State) - MH	-	-	-	7,415	7,415	7,415	0%
8520 Child Nutrition - State	6,174	19,443	19,443	19,443	-	13,268	32%
8545 School Facilities Apportionments	113,114	389,530	467,925	438,679	(29,245)	325,565	26%
8550 Mandated Cost Reimbursements	41,647	15,171	92,754	92,754	-	51,107	45%
8560 State Lottery Revenue	29,931	99,693	101,586	101,586	-	71,655	29%
8593 Prop 39 Clean Energy	227,090	-	227,090	227,090	-	-	100%
8596 ASES	-	100,000	109,513	109,513	-	109,513	0%
SUBTOTAL - Other State Revenue	429,552	890,794	1,299,057	1,277,227	(21,830)	847,675	34%

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	YTD Actual YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
Local Revenue							
8634 Food Service Sales	5,258	7,852	7,852	7,852	-	2,594	67%
8682 Summer Program	-	31,798	38,473	38,473	-	38,473	0%
8690 Other Local Revenue	11,432	30,000	30,000	30,000	-	18,568	38%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0%
SUBTOTAL - Local Revenue	16,690	69,650	76,325	76,325	-	59,635	22%
Fundraising and Grants							
8802 Donations - Private	9,919	30,000	23,185	22,123	(1,062)	12,204	45%
8803 Fundraising	36,062	35,000	35,000	36,062	1,062	-	100%
SUBTOTAL - Fundraising and Grants	45,981	65,000	58,185	58,185	(0)	12,204	79%
TOTAL REVENUE	3,900,591	7,572,797	8,106,001	8,084,571	(21,430)	4,183,980	48%
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100 Teachers Salaries	1,123,508	1,795,223	1,826,374	1,826,374	-	702,866	62%
1300 Certificated Supervisor & Administrator Salaries	298,049	466,687	494,657	502,657	(8,000)	204,608	59%
SUBTOTAL - Certificated Salaries	1,421,557	2,261,910	2,321,031	2,329,031	(8,000)	907,474	61%
Classified Salaries							
2400 Classified Clerical & Office Salaries	92,509	180,035	139,360	139,360	-	46,851	66%
2900 Classified Other Salaries	162,047	214,840	222,696	222,696	-	60,649	73%
SUBTOTAL - Classified Salaries	254,556	394,875	362,056	362,056	-	107,500	70%
Employee Benefits							
3100 STRS	203,625	312,448	314,116	314,116	-	110,491	65%
3200 PERS	35,390	54,365	60,547	60,547	-	25,157	58%
3300 OASDI-Medicare-Alternative	40,041	68,997	70,293	70,905	(612)	30,864	56%
3400 Health & Welfare Benefits	271,807	362,486	366,837	366,837	-	95,030	74%
3500 Unemployment Insurance	13,218	28,428	26,583	26,583	-	13,365	50%
3600 Workers Comp Insurance	16,313	29,915	30,212	30,302	(90)	13,989	54%
3900 Other Employee Benefits	-	2,411	-	-	-	-	-
SUBTOTAL - Employee Benefits	580,393	859,049	868,586	869,288	(702)	288,895	67%

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	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
Books & Supplies							
4200 Books & Other Reference Materials	1,601	10,000	10,000	10,000	-	8,399	16%
4315 Custodial Supplies	8,265	20,000	20,000	20,000	-	11,735	41%
4320 Educational Software	42,930	43,000	57,711	57,711	-	14,780	74%
4325 Instructional Materials & Supplies	18,313	55,000	61,648	61,648	-	43,335	30%
4326 Art & Music Supplies	1,395	10,000	6,000	6,000	-	4,605	23%
4330 Office Supplies	6,329	6,750	6,750	6,750	-	421	94%
4345 Non Instructional Student Materials & Supplies	1,949	10,000	10,000	10,000	-	8,051	19%
4346 Teacher Supplies	506	5,000	5,000	5,000	-	4,494	10%
4361 PY Supplies Expenses (not accrued)	2,650	-	2,650	2,650	-	-	100%
4400 Noncapitalized Equipment	-	25,256	252,346	252,346	-	252,346	0%
4410 Classroom Furniture, Equipment & Supplies	1,310	-	1,310	1,310	(0)	-	100%
4420 Computers (individual items less than \$5k)	5,087	15,500	15,500	15,500	-	10,413	33%
4430 Non Classroom Related Furniture, Equipment & Supplies	1,387	20,000	20,000	20,000	-	18,613	7%
4700 Food	-	285,597	-	-	-	-	
4710 Student Food Services	71,791	-	285,597	285,597	-	213,806	25%
4720 Other Food	7,238	8,000	9,000	9,000	-	1,762	80%
SUBTOTAL - Books and Supplies	170,752	514,102	763,511	763,511	(0)	592,759	22%
Services & Other Operating Expenses							
5101 CMO Fees	-	1,047,567	-	-	-	-	
5210 Conference Fees	1,200	12,500	12,500	12,500	-	11,300	10%
5215 Travel - Mileage, Parking, Tolls	2,249	2,000	3,000	3,000	-	751	75%
5220 Travel and Lodging	-	2,000	1,000	1,000	-	1,000	0%
5300 Dues & Memberships	6,467	7,500	7,500	7,500	-	1,033	86%
5450 Insurance - Other	22,803	32,970	30,408	30,408	-	7,605	75%
5500 Operations & Housekeeping	31,713	50,000	50,000	50,000	-	18,287	63%
5510 Utilities - Gas and Electric	30,544	60,000	60,000	60,000	-	29,456	51%
5605 Equipment Leases	17,500	20,000	21,704	21,704	-	4,204	81%
5610 Rent	490,176	1,278,598	827,844	827,844	-	337,668	59%
5615 Repairs and Maintenance - Building	15,845	50,000	50,000	50,000	-	34,155	32%
5617 Repairs and Maintenance - Other Equipment	-	2,000	2,000	2,000	-	2,000	0%
5803 Accounting Fees	-	10,281	10,281	10,281	-	10,281	0%
5809 Banking Fees	-	1,500	1,500	1,500	-	1,500	0%
5813 School Programs - After School Program	76,659	100,000	109,513	109,513	-	32,854	70%
5814 School Programs - Academic Competitions	3,539	10,000	10,000	10,000	-	6,461	35%
5819 School Programs - Other	16,687	28,787	28,787	28,787	-	12,100	58%

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Income Statement
As of Feb FY2018

	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
Actual YTD							
5820 Consultants - Non Instructional	5,850	15,421	15,421	15,421	-	9,571	38%
5822 Other Professional Services	32,759	99,237	112,893	112,893	-	80,134	29%
5824 District Oversight Fees	-	54,590	55,055	55,059	(4)	55,059	0%
5830 Field Trips Expenses	6,501	25,000	25,000	25,000	-	18,499	26%
5833 Fines and Penalties	68	303	303	303	-	235	22%
5843 Interest - Loans Less than 1 Year	45,500	-	45,500	45,500	-	-	100%
5845 Legal Fees	-	15,000	15,000	15,000	-	15,000	0%
5851 Marketing and Student Recruiting	2,224	15,000	15,000	15,000	-	12,776	15%
5857 Payroll Fees	10,488	25,000	25,000	25,000	-	14,512	42%
5858 CMO Fees Expense	718,163	-	1,077,245	1,077,245	-	359,082	67%
5861 Prior Yr Exp (not accrued)	(228,065)	-	6,296	6,296	-	234,361	-3622%
5863 Professional Development	16,684	30,000	30,000	30,000	-	13,316	56%
5864 Professional Development - Tuition Reimbursement	10,747	52,250	52,250	52,250	-	41,504	21%
5869 Special Education Contract Instructors	30,006	82,000	82,000	82,000	-	51,994	37%
5872 Special Education Encroachment	-	22,672	15,980	15,980	-	15,980	0%
5884 Substitutes	7,985	30,000	30,000	30,000	-	22,015	27%
5887 Technology Services	35,540	78,500	79,812	79,812	-	44,272	45%
5898 Bad Debt Expense	(0)	2,559	2,559	2,559	-	2,559	0%
5899 Miscellaneous Operating Expenses	-	0	0	0	-	0	0%
5900 Communications	13,181	3,000	3,000	5,904	(2,904)	(7,277)	223%
5915 Postage and Delivery	3,334	10,000	10,000	10,000	-	6,666	33%
SUBTOTAL - Services & Other Operating Exp.	1,426,346	3,276,235	2,924,353	2,927,261	(2,908)	1,500,915	49%
Capital Outlay & Depreciation							
6900 Depreciation	-	153,345	153,345	153,345	-	153,345	0%
SUBTOTAL - Capital Outlay & Depreciation	-	153,345	153,345	153,345	-	153,345	0%
Other Outflows							
7999 Uncategorized Expense	4,204	-	-	-	-	(4,204)	
SUBTOTAL - Other Outflows	4,204	-	-	-	-	(4,204)	
TOTAL EXPENSES	3,857,808	7,459,516	7,392,883	7,404,493	(11,611)	3,546,685	52%

MSA-2
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	2,537,806	4,724,787	4,540,508	4,538,081	(2,426)	2,000,276	56%
Federal Revenue	189,219	454,654	523,143	523,143	-	333,924	36%
Other State Revenues	295,403	359,588	646,947	685,224	38,277	389,821	43%
Local Revenues	5,328	58,680	38,679	39,093	414	33,765	14%
Fundraising and Grants	19,307	20,550	23,464	23,464	-	4,158	82%
Total Revenue	3,047,063	5,618,259	5,772,741	5,809,006	36,265	2,761,943	52%
Expenses							
Compensation and Benefits	1,902,894	3,110,910	3,179,649	3,179,649	-	1,276,755	60%
Books and Supplies	223,900	400,942	620,818	620,818	-	396,918	36%
Services and Other Operating Expenditures	1,019,906	1,923,796	1,827,005	1,826,981	24	807,074	56%
Depreciation	37,566	51,413	51,413	51,413	-	13,847	73%
Other Outflows	5,639	-	-	-	-	(5,639)	
Total Expenses	3,189,904	5,487,060	5,678,885	5,678,860	24	2,488,956	56%
Operating Income	(142,841)	131,198	93,856	130,145	36,289	272,987	
Fund Balance							
Beginning Balance (Unaudited)		986,884	986,884	986,884			
Audit Adjustment		-	(89,798)	(89,798)			
Operating Income		131,198	93,856	130,145			
Ending Fund Balance		1,118,082	990,942	1,027,231			
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		100	100	100	-		
7-8		180	178	178	-		
9-12		205	192	192	-		
Total Enrolled		485	470	470	-		
ADA %							
4-6		96.0%	95.5%	95.5%	0.0%		
7-8		96.0%	95.5%	95.5%	0.0%		
9-12		96.0%	94.6%	94.6%	0.0%		

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
Average ADA %		96.0%	95.1%	95.1%	0.0%		
ADA							
4-6		96.00	95.50	95.50	-		
7-8		172.80	169.99	169.99	-		
9-12		196.80	181.69	181.69	-		
Total ADA		465.60	447.18	447.18	-		
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	1,582,082	3,119,056	3,003,307	2,945,421	(57,886)	1,363,339	54%
8012 Education Protection Account Entitlement	291,185	617,518	588,083	606,101	18,018	314,916	48%
8019 State Aid - Prior Years	32	-	-	-	-	(32)	
8096 Charter Schools in Lieu of Property Taxes	664,507	988,213	949,117	986,560	37,442	322,053	67%
SUBTOTAL - LCFF Entitlement	2,537,806	4,724,787	4,540,508	4,538,081	(2,426)	2,000,276	56%
Federal Revenue							
8181 Special Education - Entitlement	-	57,250	57,250	57,250	-	57,250	0%
8220 Child Nutrition Programs	75,691	204,441	204,441	204,441	-	128,750	37%
8291 Title I	77,823	147,067	208,077	208,077	-	130,254	37%
8292 Title II	5,095	23,695	22,765	22,765	-	17,670	22%
8296 Other Federal Revenue	30,610	22,200	30,610	30,610	-	(0)	100%
SUBTOTAL - Federal Revenue	189,219	454,654	523,143	523,143	-	333,924	36%
Other State Revenue							
8319 Other State Apportionments - Prior Years	9,639	-	14,130	14,130	-	4,491	68%
8381 Special Education - Entitlement (State)	-	239,318	229,851	229,851	-	229,851	0%
8382 Special Education Reimbursements (State) - MH	-	-	-	38,277	38,277	38,277	0%
8520 Child Nutrition - State	7,322	20,081	20,081	20,081	-	12,759	36%
8550 Mandated Cost Reimbursements	32,904	10,817	75,611	75,611	-	42,707	44%
8560 State Lottery Revenue	25,016	89,371	86,753	86,753	-	61,737	29%
8593 Prop 39 Clean Energy	220,522	-	220,522	220,522	-	-	100%
SUBTOTAL - Other State Revenue	295,403	359,588	646,947	685,224	38,277	389,821	43%
Local Revenue							
8634 Food Service Sales	2,350	425	2,000	2,350	350	-	100%
8682 Summer Program	-	36,748	33,765	33,765	-	33,765	0%

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Income Statement
As of Feb FY2018

	YTD Actual YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
8690 Other Local Revenue	2,978	21,507	2,914	2,978	64	-	100%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0%
SUBTOTAL - Local Revenue	5,328	58,680	38,679	39,093	414	33,765	14%
Fundraising and Grants							
8801 Donations - Parents	-	550	-	-	-	-	
8802 Donations - Private	-	5,000	2,914	2,914	-	2,914	0%
8803 Fundraising	19,307	15,000	20,550	20,550	-	1,243	94%
SUBTOTAL - Fundraising and Grants	19,307	20,550	23,464	23,464	-	4,158	82%
TOTAL REVENUE	3,047,063	5,618,259	5,772,741	5,809,006	36,265	2,761,943	52%
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100 Teachers Salaries	982,003	1,400,113	1,562,835	1,562,835	-	580,832	63%
1300 Certificated Supervisor & Administrator Salaries	218,623	556,444	389,684	389,684	-	171,061	56%
SUBTOTAL - Certificated Salaries	1,200,626	1,956,557	1,952,519	1,952,519	-	751,893	61%
Classified Salaries							
2400 Classified Clerical & Office Salaries	78,107	153,750	163,302	163,302	-	85,195	48%
2900 Classified Other Salaries	141,324	168,000	220,020	220,020	-	78,696	64%
SUBTOTAL - Classified Salaries	219,431	321,750	383,322	383,322	-	163,891	57%
Employee Benefits							
3100 STRS	172,927	275,743	274,511	274,511	-	101,584	63%
3200 PERS	33,087	49,971	59,534	59,534	-	26,447	56%
3300 OASDI-Medicare-Alternative	34,124	55,815	60,745	60,745	-	26,621	56%
3400 Health & Welfare Benefits	228,683	420,974	420,974	420,974	-	192,290	54%
3500 Unemployment Insurance	743	4,139	1,441	1,441	-	698	52%
3600 Workers Comp Insurance	13,272	25,654	26,302	26,302	-	13,030	50%
3900 Other Employee Benefits	-	308	301	301	-	301	0%
SUBTOTAL - Employee Benefits	482,837	832,603	843,808	843,808	-	360,971	57%
Books & Supplies							
4100 Approved Textbooks & Core Curricula Materials	10,944	20,000	20,000	20,000	-	9,056	55%

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
4315 Custodial Supplies	286	-	-	-	-	(286)	
4320 Educational Software	38,939	35,000	44,321	44,321	-	5,382	88%
4325 Instructional Materials & Supplies	18,601	25,000	25,034	25,034	-	6,433	74%
4326 Art & Music Supplies	(0)	-	-	-	-	0	
4330 Office Supplies	4,580	5,000	5,000	5,000	-	420	92%
4335 PE Supplies	417	-	418	418	-	1	100%
4345 Non Instructional Student Materials & Supplies	1,033	9,500	9,500	9,500	-	8,467	11%
4361 PY Supplies Expenses (not accrued)	1,921	-	1,921	1,921	-	(0)	100%
4400 Noncapitalized Equipment	1,567	25,000	235,522	235,522	-	233,955	1%
4410 Classroom Furniture, Equipment & Supplies	1,767	7,000	7,000	7,000	-	5,233	25%
4420 Computers (individual items less than \$5k)	9,517	7,000	10,000	10,000	-	483	95%
4430 Non Classroom Related Furniture, Equipment & Supplies	398	10,000	6,000	6,000	-	5,602	7%
4700 Food	-	247,442	-	-	-	-	
4710 Student Food Services	132,432	-	248,102	248,102	-	115,670	53%
4720 Other Food	1,498	10,000	8,000	8,000	-	6,502	19%
SUBTOTAL - Books and Supplies	223,900	400,942	620,818	620,818	-	396,918	36%
Services & Other Operating Expenses							
5101 CMO Fees	-	1,047,567	-	-	-	-	
5210 Conference Fees	-	6,000	6,000	6,000	-	6,000	0%
5215 Travel - Mileage, Parking, Tolls	231	2,500	2,500	2,500	-	2,269	9%
5300 Dues & Memberships	5,010	6,000	6,000	6,000	-	990	84%
5450 Insurance - Other	18,918	23,664	25,224	25,224	-	6,306	75%
5500 Operations & Housekeeping	1,408	-	1,924	1,924	-	517	73%
5605 Equipment Leases	11,809	13,390	16,390	16,390	-	4,581	72%
5610 Rent	-	24,000	-	-	-	-	
5611 Prop 39 Related Costs	-	149,352	149,352	149,352	-	149,352	0%
5615 Repairs and Maintenance - Building	15,770	5,000	17,000	17,000	-	1,230	93%
5617 Repairs and Maintenance - Other Equipment	4,876	-	5,000	5,000	-	124	98%
5803 Accounting Fees	-	8,000	8,000	8,000	-	8,000	0%
5809 Banking Fees	215	1,030	1,030	1,030	-	815	21%
5813 School Programs - After School Program	1,965	1,653	1,966	1,966	-	1	100%
5814 School Programs - Academic Competitions	6,490	1,557	6,491	6,491	-	1	100%
5819 School Programs - Other	4,801	6,180	6,180	6,180	-	1,379	78%
5820 Consultants - Non Instructional	11,467	23,000	18,000	18,000	-	6,533	64%
5822 Other Professional Services	31,163	84,714	49,044	49,044	-	17,881	64%
5824 District Oversight Fees	-	47,248	45,405	45,381	24	45,381	0%
5830 Field Trips Expenses	3,317	20,600	10,600	10,600	-	7,283	31%

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Income Statement
As of Feb FY2018

	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
	Actual YTD						
5833 Fines and Penalties	478	-	703	703	-	225	68%
5845 Legal Fees	3,611	20,000	20,000	20,000	-	16,389	18%
5851 Marketing and Student Recruiting	7,170	24,720	19,000	19,000	-	11,830	38%
5857 Payroll Fees	10,301	21,967	20,660	20,660	-	10,359	50%
5858 CMO Fees Expense	718,163	-	1,077,245	1,077,245	-	359,082	67%
5861 Prior Yr Exp (not accrued)	(456)	-	345	345	-	801	-132%
5863 Professional Development	5,947	35,000	15,000	15,000	-	9,053	40%
5864 Professional Development - Tuition Reimbursement	4,051	50,500	45,500	45,500	-	41,449	9%
5869 Special Education Contract Instructors	54,037	150,000	120,000	120,000	-	65,963	45%
5872 Special Education Encroachment	338	20,122	11,809	11,809	-	11,471	3%
5884 Substitutes	36,027	48,000	48,000	48,000	-	11,973	75%
5887 Technology Services	40,156	72,250	62,858	62,858	-	22,702	64%
5898 Bad Debt Expense	(1)	-	(1)	(1)	-	-	100%
5900 Communications	17,754	3,000	3,000	3,000	-	(14,754)	592%
5915 Postage and Delivery	4,893	6,781	6,781	6,781	-	1,888	72%
SUBTOTAL - Services & Other Operating Exp.	1,019,906	1,923,796	1,827,005	1,826,981	24	807,074	56%
Capital Outlay & Depreciation							
6900 Depreciation	37,566	51,413	51,413	51,413	-	13,847	73%
SUBTOTAL - Capital Outlay & Depreciation	37,566	51,413	51,413	51,413	-	13,847	73%
Other Outflows							
7999 Uncategorized Expense	5,639	-	-	-	-	(5,639)	
SUBTOTAL - Other Outflows	5,639	-	-	-	-	(5,639)	
TOTAL EXPENSES	3,189,904	5,487,060	5,678,885	5,678,860	24	2,488,956	56%

MSA-3
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	2,533,538	4,463,366	4,404,123	4,394,806	(9,317)	1,861,268	58%
Federal Revenue	118,614	485,007	516,116	496,116	(20,000)	377,502	24%
Other State Revenues	393,120	447,300	749,119	780,799	31,680	387,679	50%
Local Revenues	30,525	40,578	45,366	56,166	10,800	25,641	54%
Fundraising and Grants	19,141	19,617	14,735	21,646	6,911	2,505	88%
Total Revenue	3,094,938	5,455,868	5,729,459	5,749,534	20,074	2,654,595	54%
Expenses							
Compensation and Benefits	1,850,281	2,824,322	2,884,881	2,860,090	24,790	1,009,810	65%
Books and Supplies	169,187	434,314	629,654	609,654	20,000	440,467	28%
Services and Other Operating Expenditures	1,172,944	2,058,008	2,099,505	2,145,580	(46,075)	972,635	55%
Depreciation	25,462	19,096	19,096	19,096	-	(6,365)	133%
Other Outflows	6,222	-	-	-	-	(6,222)	
Total Expenses	3,224,095	5,335,741	5,633,136	5,634,421	(1,285)	2,410,325	57%
Operating Income	(129,157)	120,127	96,323	115,113	18,790	244,270	
Fund Balance							
Beginning Balance (Unaudited)		659,803	659,803	659,803			
Audit Adjustment		-	(27,842)	(27,842)			
Operating Income		120,127	96,323	115,113			
Ending Fund Balance		779,930	728,284	747,074			
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		90	88	88	-		
7-8		185	178	178	-		
9-12		185	195	195	-		
Total Enrolled		460	461	461	-		
ADA %							
4-6		96.1%	95.0%	95.0%	0.0%		
7-8		96.1%	95.0%	95.0%	0.0%		
9-12		96.1%	93.5%	93.5%	0.0%		

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
Average ADA %		96.1%	94.4%	94.4%	0.0%		
ADA							
4-6		86.49	83.60	83.60	-		
7-8		177.79	169.10	169.10	-		
9-12		177.79	182.28	182.28	-		
Total ADA		442.06	434.98	434.98	-		
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	1,582,948	2,942,837	2,912,781	2,849,638	(63,144)	1,266,690	56%
8012 Education Protection Account Entitlement	288,238	582,279	568,118	585,524	17,406	297,286	49%
8019 State Aid - Prior Years	31	-	-	-	-	(31)	
8096 Charter Schools in Lieu of Property Taxes	662,321	938,250	923,223	959,644	36,421	297,323	69%
SUBTOTAL - LCFF Entitlement	2,533,538	4,463,366	4,404,123	4,394,806	(9,317)	1,861,268	58%
Federal Revenue							
8181 Special Education - Entitlement	-	57,500	57,500	57,500	-	57,500	0%
8220 Child Nutrition Programs	38,284	242,790	242,790	222,790	(20,000)	184,507	17%
8291 Title I	66,233	140,237	171,545	171,545	-	105,312	39%
8292 Title II	5,046	22,280	20,287	20,287	-	15,241	25%
8296 Other Federal Revenue	7,258	22,200	22,200	22,200	-	14,942	33%
8297 PY Federal - Not Accrued	1,794	-	1,794	1,794	-	-	100%
SUBTOTAL - Federal Revenue	118,614	485,007	516,116	496,116	(20,000)	377,502	24%
Other State Revenue							
8319 Other State Apportionments - Prior Years	9,955	-	11,313	11,313	-	1,359	88%
8381 Special Education - Entitlement (State)	-	227,219	223,580	223,580	-	223,580	0%
8382 Special Education Reimbursements (State) - MH	-	-	-	31,680	31,680	31,680	0%
8520 Child Nutrition - State	3,201	20,725	20,725	20,725	-	17,525	15%
8550 Mandated Cost Reimbursements	32,919	10,903	75,486	75,486	-	42,567	44%
8560 State Lottery Revenue	24,740	84,853	84,386	84,386	-	59,646	29%
8593 Prop 39 Clean Energy	220,395	-	220,395	220,395	-	-	100%
8596 ASES	101,911	103,600	113,234	113,234	-	11,323	90%
SUBTOTAL - Other State Revenue	393,120	447,300	749,119	780,799	31,680	387,679	50%
Local Revenue							

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Income Statement
As of Feb FY2018

		YTD	Budget					
		Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.		Current Forecast Remaining
8634	Food Service Sales	2,181	1,270	4,270	4,270	-	2,089	51%
8682	Summer Program	-	34,158	25,422	25,422	-	25,422	0%
8690	Other Local Revenue	3,402	5,150	4,450	4,450	-	1,048	76%
8693	Field Trips	16,000	-	5,200	16,000	10,800	-	100%
8699	All Other Local Revenue	6,024	-	6,024	6,024	-	(0)	100%
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0%
8999	Uncategorized Revenue	2,918	-	-	-	-	(2,918)	
SUBTOTAL - Local Revenue		30,525	40,578	45,366	56,166	10,800	25,641	54%
Fundraising and Grants								
8801	Donations - Parents	-	1,957	-	-	-	-	
8802	Donations - Private	70	4,179	2,575	2,575	-	2,505	3%
8803	Fundraising	19,071	13,481	12,160	19,071	6,911	-	100%
SUBTOTAL - Fundraising and Grants		19,141	19,617	14,735	21,646	6,911	2,505	88%
TOTAL REVENUE		3,094,938	5,455,868	5,729,459	5,749,534	20,074	2,654,595	54%
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	776,170	1,394,762	1,314,659	1,291,080	23,579	514,910	60%
1300	Certificated Supervisor & Administrator Salaries	214,318	426,823	300,953	312,153	(11,200)	97,834	69%
SUBTOTAL - Certificated Salaries		990,489	1,821,584	1,615,612	1,603,233	12,379	612,744	62%
Classified Salaries								
2400	Classified Clerical & Office Salaries	137,742	145,000	194,236	194,236	-	56,494	71%
2900	Classified Other Salaries	247,303	183,386	369,117	360,809	8,308	113,506	69%
SUBTOTAL - Classified Salaries		385,044	328,386	563,353	555,045	8,308	170,001	69%
Employee Benefits								
3100	STRS	140,631	253,256	223,135	221,349	1,786	80,718	64%
3200	PERS	56,208	51,002	86,974	85,684	1,290	29,477	66%
3300	OASDI-Medicare-Alternative	44,758	55,659	70,818	70,003	815	25,245	64%
3400	Health & Welfare Benefits	214,115	285,053	296,922	296,922	-	82,808	72%
3500	Unemployment Insurance	2,112	4,075	1,350	1,371	(22)	(741)	154%
3600	Workers Comp Insurance	16,815	24,209	24,535	24,302	233	7,487	69%

MSA-3
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
3900 Other Employee Benefits	109	1,098	2,180	2,180	-	2,071	5%
SUBTOTAL - Employee Benefits	474,748	674,352	705,916	701,813	4,103	227,065	68%
Books & Supplies							
4100 Approved Textbooks & Core Curricula Materials	15,774	10,000	20,000	20,000	-	4,226	79%
4200 Books & Other Reference Materials	748	3,500	3,500	3,500	-	2,752	21%
4315 Custodial Supplies	-	300	300	300	-	300	0%
4320 Educational Software	36,985	17,000	42,963	42,963	-	5,978	86%
4325 Instructional Materials & Supplies	5,058	30,000	30,583	28,543	2,040	23,485	18%
4326 Art & Music Supplies	81	5,000	5,000	5,000	-	4,919	2%
4330 Office Supplies	9,851	10,000	10,000	10,000	-	149	99%
4335 PE Supplies	498	1,000	1,000	1,000	-	502	50%
4340 Professional Development Supplies	-	250	250	250	-	250	0%
4345 Non Instructional Student Materials & Supplies	1,408	10,000	6,000	6,000	-	4,592	23%
4350 Uniforms	3,040	5,000	1,000	3,040	(2,040)	-	100%
4361 PY Supplies Expenses (not accrued)	(576)	-	-	-	-	576	
4400 Noncapitalized Equipment	7,405	18,000	238,395	238,395	-	230,990	3%
4410 Classroom Furniture, Equipment & Supplies	5,145	5,000	5,200	5,200	-	55	99%
4420 Computers (individual items less than \$5k)	7,910	15,000	8,400	8,400	-	490	94%
4430 Non Classroom Related Furniture, Equipment & Supplies	2,111	5,000	4,800	4,800	-	2,689	44%
4700 Food	-	291,264	-	-	-	-	
4710 Student Food Services	69,812	-	244,264	224,264	20,000	154,452	31%
4720 Other Food	3,938	8,000	8,000	8,000	-	4,062	49%
SUBTOTAL - Books and Supplies	169,187	434,314	629,654	609,654	20,000	440,467	28%
Services & Other Operating Expenses							
5101 CMO Fees	-	949,358	-	-	-	-	
5210 Conference Fees	-	3,000	3,000	3,000	-	3,000	0%
5215 Travel - Mileage, Parking, Tolls	118	4,120	4,120	4,120	-	4,002	3%
5220 Travel and Lodging	-	500	500	500	-	500	0%
5300 Dues & Memberships	5,243	10,000	10,000	10,000	-	4,757	52%
5450 Insurance - Other	18,962	23,497	25,280	25,280	-	6,318	75%
5500 Operations & Housekeeping	1,044	5,000	5,000	5,000	-	3,956	21%
5605 Equipment Leases	9,383	15,600	15,600	15,600	-	6,217	60%
5611 Prop 39 Related Costs	129,064	318,990	290,380	290,380	-	161,316	44%
5615 Repairs and Maintenance - Building	43	10,500	10,500	10,500	-	10,457	0%
5617 Repairs and Maintenance - Other Equipment	1,681	1,500	3,000	3,000	-	1,319	56%
5803 Accounting Fees	-	10,300	10,300	10,300	-	10,300	0%

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Income Statement
As of Feb FY2018

	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
Actual YTD							
5809 Banking Fees	-	500	500	500	-	500	0%
5813 School Programs - After School Program	87,753	103,600	113,234	113,234	-	25,481	77%
5814 School Programs - Academic Competitions	-	800	800	800	-	800	0%
5819 School Programs - Other	2,970	20,000	20,000	20,000	-	17,030	15%
5820 Consultants - Non Instructional	5,095	25,000	15,000	15,000	-	9,905	34%
5822 Other Professional Services	68,366	117,596	129,152	129,152	-	60,787	53%
5824 District Oversight Fees	-	44,634	44,041	43,948	93	43,948	0%
5830 Field Trips Expenses	9,842	20,000	20,300	35,300	(15,000)	25,458	28%
5833 Fines and Penalties	1,229	-	61	1,229	(1,168)	-	100%
5845 Legal Fees	9,082	20,000	25,000	25,000	-	15,918	36%
5851 Marketing and Student Recruiting	9,862	15,450	15,450	15,450	-	5,588	64%
5857 Payroll Fees	10,078	24,720	24,720	24,720	-	14,642	41%
5858 CMO Fees Expense	639,629	-	976,253	976,253	-	336,624	66%
5861 Prior Yr Exp (not accrued)	9,583	-	57,385	57,385	-	47,802	17%
5863 Professional Development	1,744	51,000	19,875	19,875	-	18,131	9%
5864 Professional Development - Tuition Reimbursement	3,000	13,000	11,000	11,000	-	8,000	27%
5869 Special Education Contract Instructors	18,567	60,255	60,255	60,255	-	41,688	31%
5872 Special Education Encroachment	-	19,293	11,264	11,264	-	11,264	0%
5875 Staff Recruiting	-	300	300	300	-	300	0%
5884 Substitutes	80,885	85,000	85,000	115,000	(30,000)	34,115	70%
5887 Technology Services	40,540	74,800	75,867	75,867	-	35,328	53%
5898 Bad Debt Expense	0	-	-	-	-	(0)	
5900 Communications	7,167	3,000	9,672	9,672	-	2,505	74%
5915 Postage and Delivery	2,014	6,695	6,695	6,695	-	4,681	30%
SUBTOTAL - Services & Other Operating Exp.	1,172,944	2,058,008	2,099,505	2,145,580	(46,075)	972,635	55%
Capital Outlay & Depreciation							
6900 Depreciation	25,462	19,096	19,096	19,096	-	(6,365)	133%
SUBTOTAL - Capital Outlay & Depreciation	25,462	19,096	19,096	19,096	-	(6,365)	133%
Other Outflows							
7999 Uncategorized Expense	6,222	-	-	-	-	(6,222)	
SUBTOTAL - Other Outflows	6,222	-	-	-	-	(6,222)	
TOTAL EXPENSES	3,224,095	5,335,741	5,633,136	5,634,421	(1,285)	2,410,325	57%

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	1,086,356	1,875,756	1,697,825	1,693,698	(4,127)	607,342	64%
Federal Revenue	108,466	259,640	240,169	240,169	-	131,703	45%
Other State Revenues	314,374	150,859	374,018	374,018	-	59,644	84%
Local Revenues	8,590	22,035	26,946	26,946	-	18,356	32%
Fundraising and Grants	4,289	3,000	5,517	5,517	-	1,228	78%
Total Revenue	1,522,076	2,311,290	2,344,475	2,340,348	(4,127)	818,272	65%
Expenses							
Compensation and Benefits	661,386	1,337,560	1,085,264	1,110,799	(25,535)	449,413	60%
Books and Supplies	45,734	113,174	380,027	380,027	-	334,292	12%
Services and Other Operating Expenditures	408,253	789,378	835,279	835,238	41	426,985	49%
Depreciation	10,440	15,656	15,656	15,656	-	5,216	67%
Other Outflows	1,690	-	-	-	-	(1,690)	
Total Expenses	1,127,503	2,255,768	2,316,226	2,341,720	(25,494)	1,214,216	48%
Operating Income	394,572	55,522	28,249	(1,372)	(29,621)	(395,944)	
Fund Balance							
Beginning Balance (Unaudited)		917,537	917,537	917,537			
Audit Adjustment		-	112,622	112,622			
Operating Income		55,522	28,249	(1,372)			
Ending Fund Balance		973,059	1,058,408	1,028,787			
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		17	4	4	-		
7-8		54	43	43	-		
9-12		122	129	129	-		
Total Enrolled		193	176	176	-		
ADA %							
4-6		91.6%	91.6%	91.6%	0.0%		
7-8		97.3%	97.0%	97.0%	0.0%		
9-12		97.1%	94.4%	94.4%	0.0%		

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Income Statement
As of Feb FY2018

	YTD	Budget					
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
Actual YTD							
Average ADA %		96.7%	95.0%	95.0%	0.0%		
ADA							
4-6		15.57	3.66	3.66	-		
7-8		52.52	41.71	41.71	-		
9-12		118.45	121.83	121.83	-		
Total ADA		186.54	167.20	167.20	-		
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	672,100	1,223,980	1,115,559	1,090,466	(25,094)	418,366	62%
8012 Education Protection Account Entitlement	129,180	255,854	227,392	234,359	6,967	105,179	55%
8019 State Aid - Prior Years	13	-	-	-	-	(13)	
8096 Charter Schools in Lieu of Property Taxes	285,063	395,922	354,874	368,873	14,000	83,810	77%
SUBTOTAL - LCFF Entitlement	1,086,356	1,875,756	1,697,825	1,693,698	(4,127)	607,342	64%
Federal Revenue							
8181 Special Education - Entitlement	26,294	36,535	32,733	32,733	-	6,439	80%
8220 Child Nutrition Programs	19,008	34,703	34,703	34,703	-	15,695	55%
8291 Title I	21,260	52,532	58,408	58,408	-	37,148	36%
8292 Title II	1,864	8,713	7,494	7,494	-	5,630	25%
8296 Other Federal Revenue	20,303	127,158	100,072	100,072	-	79,769	20%
8297 PY Federal - Not Accrued	271	-	271	271	-	-	100%
8299 All Other Federal Revenue	19,467	-	6,489	6,489	-	(12,978)	300%
SUBTOTAL - Federal Revenue	108,466	259,640	240,169	240,169	-	131,703	45%
Other State Revenue							
8319 Other State Apportionments - Prior Years	851	-	851	851	-	-	100%
8381 Special Education - Entitlement (State)	76,846	106,683	95,665	95,665	-	18,819	80%
8520 Child Nutrition - State	1,577	2,412	2,412	2,412	-	836	65%
8550 Mandated Cost Reimbursements	15,459	5,958	33,780	33,780	-	18,321	46%
8560 State Lottery Revenue	10,769	35,806	32,437	32,437	-	21,668	33%
8593 Prop 39 Clean Energy	208,873	-	208,873	208,873	-	-	100%
SUBTOTAL - Other State Revenue	314,374	150,859	374,018	374,018	-	59,644	84%
Local Revenue							
8634 Food Service Sales	983	137	1,487	1,487	-	504	66%

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Income Statement
As of Feb FY2018

	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
Actual YTD							
8682 Summer Program	-	21,898	17,852	17,852	-	17,852	0%
8690 Other Local Revenue	1,017	-	1,017	1,017	-	-	100%
8715 Option 3	6,590	-	6,590	6,590	-	-	100%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0%
SUBTOTAL - Local Revenue	8,590	22,035	26,946	26,946	-	18,356	32%
Fundraising and Grants							
8802 Donations - Private	-	-	1,017	1,017	-	1,017	0%
8803 Fundraising	4,289	3,000	4,500	4,500	-	211	95%
SUBTOTAL - Fundraising and Grants	4,289	3,000	5,517	5,517	-	1,228	78%
TOTAL REVENUE	1,522,076	2,311,290	2,344,475	2,340,348	(4,127)	818,272	65%
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100 Teachers Salaries	343,445	634,333	559,380	563,835	(4,455)	220,390	61%
1300 Certificated Supervisor & Administrator Salaries	114,847	296,672	179,021	179,021	-	64,174	64%
SUBTOTAL - Certificated Salaries	458,293	931,005	738,401	742,856	(4,455)	284,564	62%
Classified Salaries							
2400 Classified Clerical & Office Salaries	44,755	84,500	59,891	76,201	(16,311)	31,447	59%
2900 Classified Other Salaries	13,105	24,000	24,066	24,066	-	10,961	54%
SUBTOTAL - Classified Salaries	57,859	108,500	83,957	100,267	(16,311)	42,408	58%
Employee Benefits							
3100 STRS	55,069	131,063	102,694	103,336	(643)	48,268	53%
3200 PERS	7,751	9,940	13,039	15,572	(2,533)	7,822	50%
3300 OASDI-Medicare-Alternative	12,530	23,209	18,787	20,099	(1,312)	7,569	62%
3400 Health & Welfare Benefits	62,980	118,450	118,450	118,450	-	55,469	53%
3500 Unemployment Insurance	267	3,520	474	522	(48)	255	51%
3600 Workers Comp Insurance	6,637	11,705	9,260	9,494	(234)	2,857	70%
3900 Other Employee Benefits	0	169	203	203	-	202	0%
SUBTOTAL - Employee Benefits	145,234	298,055	262,906	267,676	(4,770)	122,442	54%
Books & Supplies							

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Income Statement
As of Feb FY2018

	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
	Actual YTD						
4100 Approved Textbooks & Core Curricula Materials	7,361	13,000	13,000	13,000	-	5,639	57%
4320 Educational Software	11,133	15,150	26,480	26,480	-	15,347	42%
4325 Instructional Materials & Supplies	3,242	20,000	30,563	30,563	-	27,321	11%
4326 Art & Music Supplies	25	-	25	25	-	-	100%
4330 Office Supplies	5,842	5,000	14,724	14,724	-	8,882	40%
4335 PE Supplies	-	-	5,000	5,000	-	5,000	0%
4345 Non Instructional Student Materials & Supplies	245	9,000	9,000	9,000	-	8,755	3%
4361 PY Supplies Expenses (not accrued)	(337)	-	-	-	-	337	
4400 Noncapitalized Equipment	-	-	208,873	208,873	-	208,873	0%
4410 Classroom Furniture, Equipment & Supplies	635	5,047	25,000	25,000	-	24,365	3%
4700 Food	-	40,977	1,000	1,000	-	1,000	0%
4710 Student Food Services	16,523	-	41,362	41,362	-	24,839	40%
4720 Other Food	1,065	5,000	5,000	5,000	-	3,935	21%
SUBTOTAL - Books and Supplies	45,734	113,174	380,027	380,027	-	334,292	12%
Services & Other Operating Expenses							
5101 CMO Fees	-	78,568	-	-	-	-	
5200 Travel & Conferences	-	4,120	4,070	4,070	-	4,070	0%
5210 Conference Fees	-	5,150	5,150	5,150	-	5,150	0%
5215 Travel - Mileage, Parking, Tolls	50	-	50	50	-	-	100%
5220 Travel and Lodging	104	-	-	-	-	(104)	
5300 Dues & Memberships	2,514	4,434	4,434	4,434	-	1,920	57%
5450 Insurance - Other	7,686	11,388	10,248	10,248	-	2,562	75%
5500 Operations & Housekeeping	316	498	498	498	-	183	63%
5605 Equipment Leases	10,072	15,000	21,489	21,489	-	11,417	47%
5610 Rent	16,491	-	-	-	-	(16,491)	
5611 Prop 39 Related Costs	51,731	147,310	131,925	131,925	-	80,193	39%
5615 Repairs and Maintenance - Building	-	2,000	2,000	2,000	-	2,000	0%
5617 Repairs and Maintenance - Other Equipment	-	-	5,000	5,000	-	5,000	0%
5803 Accounting Fees	-	8,240	8,240	8,240	-	8,240	0%
5809 Banking Fees	-	530	530	530	-	530	0%
5813 School Programs - After School Program	372	2,060	2,060	2,060	-	1,689	18%
5814 School Programs - Academic Competitions	1,743	3,000	5,000	5,000	-	3,257	35%
5819 School Programs - Other	1,057	1,545	1,545	1,545	-	488	68%
5820 Consultants - Non Instructional	5,457	9,802	9,802	9,802	-	4,345	56%
5822 Other Professional Services	58,288	76,854	100,674	100,674	-	42,386	58%
5824 District Oversight Fees	13,159	18,758	16,978	16,937	41	3,778	78%
5830 Field Trips Expenses	-	10,000	10,000	10,000	-	10,000	0%

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
5845 Legal Fees	-	25,000	25,000	25,000	-	25,000	0%
5851 Marketing and Student Recruiting	2,546	10,000	7,000	7,000	-	4,454	36%
5857 Payroll Fees	7,410	9,888	9,888	9,888	-	2,478	75%
5858 CMO Fees Expense	53,862	-	80,793	80,793	-	26,931	67%
5861 Prior Yr Exp (not accrued)	417	-	489	489	-	72	85%
5863 Professional Development	1,040	25,620	25,620	25,620	-	24,580	4%
5864 Professional Development - Tuition Reimbursement	-	30,000	25,000	25,000	-	25,000	0%
5869 Special Education Contract Instructors	27,925	89,610	89,610	89,610	-	61,685	31%
5872 Special Education Encroachment	21,392	28,644	25,680	25,680	-	4,288	83%
5884 Substitutes	44,157	30,000	70,950	70,950	-	26,793	62%
5887 Technology Services	31,168	67,290	67,176	67,176	-	36,008	46%
5893 Transportation - Student	47,265	69,010	62,000	62,000	-	14,736	76%
5898 Bad Debt Expense	1	-	1	1	-	-	100%
5900 Communications	990	3,000	4,320	4,320	-	3,330	23%
5915 Postage and Delivery	1,042	2,060	2,060	2,060	-	1,018	51%
SUBTOTAL - Services & Other Operating Exp.	408,253	789,378	835,279	835,238	41	426,985	49%
Capital Outlay & Depreciation							
6900 Depreciation	10,440	15,656	15,656	15,656	-	5,216	67%
SUBTOTAL - Capital Outlay & Depreciation	10,440	15,656	15,656	15,656	-	5,216	67%
Other Outflows							
7999 Uncategorized Expense	1,690	-	-	-	-	(1,690)	
SUBTOTAL - Other Outflows	1,690	-	-	-	-	(1,690)	
TOTAL EXPENSES	1,127,503	2,255,768	2,316,226	2,341,720	(25,494)	1,214,216	48%

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	1,052,544	1,939,936	1,958,592	1,957,422	(1,170)	904,878	54%
Federal Revenue	103,161	226,461	246,483	246,483	-	143,322	42%
Other State Revenues	310,656	180,136	423,857	423,857	-	113,201	73%
Local Revenues	11,725	28,536	148,604	148,604	-	136,879	8%
Fundraising and Grants	-	1,000	2,017	2,017	-	2,017	0%
Total Revenue	1,478,086	2,376,069	2,779,553	2,778,382	(1,170)	1,300,296	53%
Expenses							
Compensation and Benefits	912,075	1,399,666	1,460,085	1,448,221	11,864	536,146	63%
Books and Supplies	95,495	225,109	484,210	484,210	-	388,715	20%
Services and Other Operating Expenditures	309,225	675,372	709,346	709,670	(324)	400,445	44%
Depreciation	11,464	11,400	18,908	18,908	-	7,444	61%
Other Outflows	-	-	-	-	-	-	-
Total Expenses	1,328,259	2,311,546	2,672,550	2,661,009	11,540	1,332,750	50%
Operating Income	149,827	64,523	107,003	117,373	10,370	(32,454)	
Fund Balance							
Beginning Balance (Unaudited)		1,212,490	1,212,490	1,212,490			
Audit Adjustment		-	163,067	163,067			
Operating Income		64,523	107,003	117,373			
Ending Fund Balance		1,277,013	1,482,560	1,492,930			
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		50	61	61	-		
7-8		105	107	107	-		
9-12		55	45	45	-		
Total Enrolled		210	213	213	-		
ADA %							
4-6		95.1%	95.1%	95.1%	0.0%		
7-8		94.0%	93.7%	93.7%	0.0%		
9-12		93.8%	93.6%	93.6%	0.0%		

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
Average ADA %		94.2%	94.1%	94.1%	0.0%		
ADA							
4-6		47.56	58.02	58.02	-		
7-8		98.68	100.26	100.26	-		
9-12		51.59	42.12	42.12	-		
Total ADA		197.83	200.40	200.40	-		
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	650,034	1,260,016	1,272,064	1,246,112	(25,952)	596,078	52%
8012 Education Protection Account Entitlement	116,963	260,027	261,182	269,184	8,002	152,221	43%
8019 State Aid - Prior Years	10	-	-	-	-	(10)	
8096 Charter Schools in Lieu of Property Taxes	285,537	419,893	425,347	442,127	16,780	156,589	65%
SUBTOTAL - LCFF Entitlement	1,052,544	1,939,936	1,958,592	1,957,422	(1,170)	904,878	54%
Federal Revenue							
8181 Special Education - Entitlement	26,337	38,747	39,233	39,233	-	12,896	67%
8291 Title I	28,756	83,269	96,012	96,012	-	67,256	30%
8292 Title II	1,997	7,948	8,550	8,550	-	6,553	23%
8296 Other Federal Revenue	27,498	96,497	96,497	96,497	-	68,999	28%
8299 All Other Federal Revenue	18,573	-	6,191	6,191	-	(12,382)	300%
SUBTOTAL - Federal Revenue	103,161	226,461	246,483	246,483	-	143,322	42%
Other State Revenue							
8319 Other State Apportionments - Prior Years	3,444	-	3,444	3,444	-	0	100%
8381 Special Education - Entitlement (State)	76,974	113,142	114,663	114,663	-	37,689	67%
8550 Mandated Cost Reimbursements	11,852	2,932	29,163	29,163	-	17,311	41%
8560 State Lottery Revenue	10,161	37,974	38,878	38,878	-	28,717	26%
8593 Prop 39 Clean Energy	208,225	-	208,225	208,225	-	-	100%
8596 ASES	-	26,088	29,484	29,484	-	29,484	0%
SUBTOTAL - Other State Revenue	310,656	180,136	423,857	423,857	-	113,201	73%
Local Revenue							
8682 Summer Program	-	17,178	17,880	17,880	-	17,880	0%
8690 Other Local Revenue	1,017	11,358	1,017	1,017	-	-	100%
8714 SpEd Option 3	-	-	119,000	119,000	-	119,000	0%

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	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
Actual YTD							
8715 Option 3	10,708	-	10,708	10,708	-	(0)	100%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0%
SUBTOTAL - Local Revenue	11,725	28,536	148,604	148,604	-	136,879	8%
Fundraising and Grants							
8802 Donations - Private	-	-	1,017	1,017	-	1,017	0%
8803 Fundraising	-	1,000	1,000	1,000	-	1,000	0%
SUBTOTAL - Fundraising and Grants	-	1,000	2,017	2,017	-	2,017	0%
TOTAL REVENUE	1,478,086	2,376,069	2,779,553	2,778,382	(1,170)	1,300,296	53%
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100 Teachers Salaries	446,338	732,541	730,827	718,256	12,571	271,918	62%
1300 Certificated Supervisor & Administrator Salaries	122,867	165,000	195,000	195,000	-	72,133	63%
SUBTOTAL - Certificated Salaries	569,205	897,541	925,827	913,256	12,571	344,051	62%
Classified Salaries							
2400 Classified Clerical & Office Salaries	76,163	72,466	82,848	82,848	-	6,685	92%
2900 Classified Other Salaries	31,746	40,950	47,595	49,886	(2,291)	18,140	64%
SUBTOTAL - Classified Salaries	107,909	113,416	130,443	132,734	(2,291)	24,825	81%
Employee Benefits							
3100 STRS	81,513	124,318	128,400	126,586	1,814	45,073	64%
3200 PERS	16,029	17,615	20,259	20,615	(356)	4,586	78%
3300 OASDI-Medicare-Alternative	17,682	23,924	25,636	25,629	7	7,947	69%
3400 Health & Welfare Benefits	112,115	206,568	215,568	215,568	-	103,453	52%
3500 Unemployment Insurance	352	3,505	663	660	3	308	53%
3600 Workers Comp Insurance	7,270	11,383	11,894	11,778	116	4,508	62%
3900 Other Employee Benefits	-	1,395	1,395	1,395	-	1,395	0%
SUBTOTAL - Employee Benefits	234,961	388,709	403,815	402,231	1,584	167,270	58%
Books & Supplies							
4100 Approved Textbooks & Core Curricula Materials	18,220	22,000	18,220	18,220	-	-	100%
4200 Books & Other Reference Materials	1,496	5,500	5,500	5,500	-	4,004	27%

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As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
4315 Custodial Supplies	-	1,000	1,000	1,000	-	1,000	0%
4320 Educational Software	28,916	45,000	50,000	50,000	-	21,084	58%
4325 Instructional Materials & Supplies	11,094	11,000	45,536	45,536	-	34,442	24%
4326 Art & Music Supplies	-	-	2,000	2,000	-	2,000	0%
4330 Office Supplies	7,012	5,000	10,000	10,000	-	2,988	70%
4335 PE Supplies	-	-	2,000	2,000	-	2,000	0%
4345 Non Instructional Student Materials & Supplies	-	5,000	5,000	5,000	-	5,000	0%
4350 Uniforms	-	-	3,150	3,150	-	3,150	0%
4351 Yearbook	-	-	1,500	1,500	-	1,500	0%
4400 Noncapitalized Equipment	-	6,000	210,564	210,564	-	210,564	0%
4410 Classroom Furniture, Equipment & Supplies	799	1,030	2,500	2,500	-	1,701	32%
4420 Computers (individual items less than \$5k)	6,005	-	3,661	6,061	(2,400)	56	99%
4430 Non Classroom Related Furniture, Equipment & Supplies	3,008	7,000	7,000	4,600	2,400	1,592	65%
4700 Food	-	112,579	-	-	-	-	
4710 Student Food Services	18,458	-	112,579	112,579	-	94,121	16%
4720 Other Food	487	4,000	4,000	4,000	-	3,513	12%
SUBTOTAL - Books and Supplies	95,495	225,109	484,210	484,210	-	388,715	20%
Services & Other Operating Expenses							
5101 CMO Fees	-	78,568	-	-	-	-	
5200 Travel & Conferences	-	5,000	5,000	5,000	-	5,000	0%
5210 Conference Fees	-	5,000	5,000	5,000	-	5,000	0%
5215 Travel - Mileage, Parking, Tolls	84	1,000	1,000	1,000	-	916	8%
5300 Dues & Memberships	1,818	5,000	5,000	5,000	-	3,182	36%
5450 Insurance - Other	9,774	7,214	10,760	10,760	-	986	91%
5500 Operations & Housekeeping	293	-	500	500	-	207	59%
5605 Equipment Leases	3,070	6,600	12,791	12,791	-	9,721	24%
5611 Prop 39 Related Costs	59,598	150,132	119,195	119,195	-	59,598	50%
5615 Repairs and Maintenance - Building	56	10,000	10,000	10,000	-	9,944	1%
5617 Repairs and Maintenance - Other Equipment	(1,440)	3,470	3,470	3,470	-	4,910	-41%
5803 Accounting Fees	-	5,783	5,783	5,783	-	5,783	0%
5809 Banking Fees	-	424	424	424	-	424	0%
5813 School Programs - After School Program	17,690	26,088	29,484	29,484	-	11,794	60%
5814 School Programs - Academic Competitions	1,179	639	2,000	2,000	-	821	59%
5819 School Programs - Other	-	391	391	391	-	391	0%
5820 Consultants - Non Instructional	6,195	30,000	30,000	30,000	-	23,805	21%
5822 Other Professional Services	27,452	26,000	56,843	56,843	-	29,392	48%
5824 District Oversight Fees	12,685	19,399	19,586	19,574	12	6,890	65%

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	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
Actual YTD							
5830 Field Trips Expenses	2,680	5,000	10,000	10,000	-	7,320	27%
5833 Fines and Penalties	335	-	-	335	(335)	-	100%
5845 Legal Fees	-	25,000	25,000	25,000	-	25,000	0%
5851 Marketing and Student Recruiting	2,553	10,000	10,000	10,000	-	7,448	26%
5857 Payroll Fees	5,960	8,000	8,000	8,000	-	2,040	74%
5858 CMO Fees Expense	60,410	-	80,793	80,793	-	20,384	75%
5861 Prior Yr Exp (not accrued)	(1,118)	-	788	788	-	1,906	-142%
5863 Professional Development	2,984	37,100	37,100	37,100	-	34,116	8%
5864 Professional Development - Tuition Reimbursement	2,430	22,500	22,500	22,500	-	20,070	11%
5869 Special Education Contract Instructors	38,363	75,184	75,184	75,184	-	36,822	51%
5872 Special Education Encroachment	21,427	30,378	30,779	30,779	-	9,352	70%
5875 Staff Recruiting	-	2,000	2,000	2,000	-	2,000	0%
5884 Substitutes	15,016	15,000	25,000	25,000	-	9,984	60%
5887 Technology Services	15,937	59,500	59,973	59,973	-	44,035	27%
5898 Bad Debt Expense	-	0	-	-	-	-	
5900 Communications	2,924	3,000	3,000	3,000	-	76	97%
5915 Postage and Delivery	872	2,000	2,000	2,000	-	1,128	44%
SUBTOTAL - Services & Other Operating Exp.	309,225	675,372	709,346	709,670	(324)	400,445	44%
Capital Outlay & Depreciation							
6900 Depreciation	11,464	11,400	18,908	18,908	-	7,444	61%
SUBTOTAL - Capital Outlay & Depreciation	11,464	11,400	18,908	18,908	-	7,444	61%
Other Outflows							
SUBTOTAL - Other Outflows	-	-	-	-	-	-	
TOTAL EXPENSES	1,328,259	2,311,546	2,672,550	2,661,009	11,540	1,332,750	50%

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	929,830	1,574,417	1,490,511	1,487,373	(3,137)	557,543	63%
Federal Revenue	84,081	170,405	175,551	178,798	3,247	94,717	47%
Other State Revenues	190,083	220,619	288,267	286,654	(1,613)	96,571	66%
Local Revenues	7,430	-	8,630	8,630	-	1,200	86%
Fundraising and Grants	11,352	15,000	14,749	14,749	-	3,397	77%
Total Revenue	1,222,777	1,980,442	1,977,707	1,976,204	(1,503)	753,427	62%
Expenses							
Compensation and Benefits	656,969	1,173,022	1,182,176	1,157,435	24,741	500,466	57%
Books and Supplies	58,540	127,250	196,445	196,445	-	137,905	30%
Services and Other Operating Expenditures	293,373	509,765	514,556	514,524	31	221,151	57%
Depreciation	13,185	28,726	28,726	28,726	-	15,541	46%
Other Outflows	1,730	-	-	-	-	(1,730)	
Total Expenses	1,023,797	1,838,764	1,921,903	1,897,131	24,773	873,334	54%
Operating Income	198,980	141,678	55,804	79,073	23,269	(119,907)	
Fund Balance							
Beginning Balance (Unaudited)		1,119,974	1,119,974	1,119,974			
Audit Adjustment		-	138,947	138,947			
Operating Income		141,678	55,804	79,073			
Ending Fund Balance		1,261,652	1,314,725	1,337,994			
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		60	48	48	-		
7-8		114	116	116	-		
Total Enrolled		174	164	164	-		
ADA %							
4-6		97.0%	97.2%	97.2%	0.0%		
7-8		97.0%	97.2%	97.2%	0.0%		
Average ADA %		97.0%	97.2%	97.2%	0.0%		

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
ADA							
4-6		58.20	46.65	46.65	-		
7-8		110.58	112.74	112.74	-		
Total ADA		168.78	159.39	159.39	-		
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	559,881	1,004,648	954,121	931,569	(22,552)	371,688	60%
8012 Education Protection Account Entitlement	108,332	211,542	198,089	204,158	6,069	95,826	53%
8019 State Aid - Prior Years	11	-	-	-	-	(11)	
8096 Charter Schools in Lieu of Property Taxes	261,606	358,227	338,301	351,647	13,346	90,040	74%
SUBTOTAL - LCFF Entitlement	929,830	1,574,417	1,490,511	1,487,373	(3,137)	557,543	63%
Federal Revenue							
8181 Special Education - Entitlement	24,130	33,057	31,204	31,204	-	7,074	77%
8220 Child Nutrition Programs	12,463	54,279	54,279	54,279	-	41,816	23%
8291 Title I	20,200	52,283	60,463	60,463	-	40,263	33%
8292 Title II	1,841	8,586	7,405	7,405	-	5,564	25%
8296 Other Federal Revenue	25,447	22,200	22,200	25,447	3,247	(0)	100%
SUBTOTAL - Federal Revenue	84,081	170,405	175,551	178,798	3,247	94,717	47%
Other State Revenue							
8319 Other State Apportionments - Prior Years	2,772	-	110	2,772	2,662	0	100%
8381 Special Education - Entitlement (State)	70,523	96,526	91,197	91,197	-	20,675	77%
8520 Child Nutrition - State	963	3,800	3,800	3,800	-	2,836	25%
8545 School Facilities Apportionments	28,915	85,500	68,400	64,125	(4,275)	35,210	45%
8550 Mandated Cost Reimbursements	11,129	2,397	27,942	27,942	-	16,813	40%
8560 State Lottery Revenue	9,885	32,397	30,922	30,922	-	21,037	32%
8593 Prop 39 Clean Energy	65,896	-	65,896	65,896	-	-	100%
SUBTOTAL - Other State Revenue	190,083	220,619	288,267	286,654	(1,613)	96,571	66%
Local Revenue							
8690 Other Local Revenue	949	-	2,149	2,149	-	1,200	44%
8715 Option 3	6,482	-	6,482	6,482	-	-	100%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0%
SUBTOTAL - Local Revenue	7,430	-	8,630	8,630	-	1,200	86%

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	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
Fundraising and Grants							
8802 Donations - Private	3,887	5,000	5,949	5,949	-	2,062	65%
8803 Fundraising	7,465	10,000	8,800	8,800	-	1,335	85%
SUBTOTAL - Fundraising and Grants	11,352	15,000	14,749	14,749	-	3,397	77%
TOTAL REVENUE	1,222,777	1,980,442	1,977,707	1,976,204	(1,503)	753,427	62%
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100 Teachers Salaries	310,692	406,727	526,350	526,350	-	215,658	59%
1300 Certificated Supervisor & Administrator Salaries	121,762	311,075	175,824	175,824	-	54,062	69%
SUBTOTAL - Certificated Salaries	432,454	717,802	702,174	702,174	-	269,720	62%
Classified Salaries							
2400 Classified Clerical & Office Salaries	30,354	120,575	64,404	44,512	19,892	14,158	68%
2900 Classified Other Salaries	37,325	19,200	95,040	95,040	-	57,715	39%
SUBTOTAL - Classified Salaries	67,679	139,775	159,444	139,552	19,892	71,872	48%
Employee Benefits							
3100 STRS	61,922	101,450	98,618	98,618	-	36,696	63%
3200 PERS	10,201	15,496	24,763	21,674	3,090	11,473	47%
3300 OASDI-Medicare-Alternative	11,424	22,015	23,541	22,020	1,522	10,595	52%
3400 Health & Welfare Benefits	63,939	157,651	157,651	157,651	-	93,712	41%
3500 Unemployment Insurance	170	3,429	542	529	13	359	32%
3600 Workers Comp Insurance	8,025	9,656	9,702	9,478	224	1,453	85%
3900 Other Employee Benefits	1,155	5,748	5,741	5,741	-	4,586	20%
SUBTOTAL - Employee Benefits	156,836	315,445	320,558	315,710	4,849	158,874	50%
Books & Supplies							
4100 Approved Textbooks & Core Curricula Materials	3,510	25,000	25,000	25,000	-	21,490	14%
4200 Books & Other Reference Materials	-	1,030	1,030	1,030	-	1,030	0%
4320 Educational Software	12,131	14,420	14,420	14,420	-	2,289	84%
4325 Instructional Materials & Supplies	5,623	4,740	6,976	6,976	-	1,353	81%
4330 Office Supplies	8,305	5,000	12,200	12,200	-	3,895	68%
4335 PE Supplies	670	2,060	2,060	2,060	-	1,390	33%

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	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
4345 Non Instructional Student Materials & Supplies	1,276	2,575	2,575	2,575	-	1,299	50%
4346 Teacher Supplies	1,417	1,030	1,599	1,599	-	182	89%
4400 Noncapitalized Equipment	-	1,000	61,102	61,102	-	61,102	0%
4410 Classroom Furniture, Equipment & Supplies	1,149	2,060	1,052	1,052	-	(97)	109%
4430 Non Classroom Related Furniture, Equipment & Supplies	2,029	-	3,000	3,000	-	971	68%
4700 Food	-	66,790	-	-	-	-	
4710 Student Food Services	21,276	-	63,886	63,886	-	42,610	33%
4720 Other Food	1,153	1,545	1,545	1,545	-	392	75%
SUBTOTAL - Books and Supplies	58,540	127,250	196,445	196,445	-	137,905	30%
Services & Other Operating Expenses							
5101 CMO Fees	-	78,568	-	-	-	-	
5210 Conference Fees	225	1,030	632	632	-	407	36%
5215 Travel - Mileage, Parking, Tolls	490	1,500	1,500	1,500	-	1,010	33%
5220 Travel and Lodging	308	-	398	398	-	90	77%
5300 Dues & Memberships	1,304	1,881	1,881	1,881	-	577	69%
5450 Insurance - Other	7,344	10,133	9,792	9,792	-	2,448	75%
5500 Operations & Housekeeping	363	4,120	4,120	4,120	-	3,757	9%
5510 Utilities - Gas and Electric	7,112	7,700	7,700	7,700	-	588	92%
5605 Equipment Leases	3,688	4,944	4,944	4,944	-	1,256	75%
5610 Rent	85,500	114,000	114,000	114,000	-	28,500	75%
5615 Repairs and Maintenance - Building	-	17,060	16,337	16,337	-	16,337	0%
5803 Accounting Fees	-	4,635	4,635	4,635	-	4,635	0%
5809 Banking Fees	-	515	515	515	-	515	0%
5819 School Programs - Other	470	3,000	3,000	3,000	-	2,530	16%
5820 Consultants - Non Instructional	4,004	8,240	8,240	8,240	-	4,236	49%
5822 Other Professional Services	12,188	27,596	27,596	27,596	-	15,408	44%
5824 District Oversight Fees	11,175	15,744	14,905	14,874	31	3,699	75%
5830 Field Trips Expenses	3,427	10,300	15,300	15,300	-	11,873	22%
5833 Fines and Penalties	723	-	723	723	-	(0)	100%
5845 Legal Fees	-	5,000	5,000	5,000	-	5,000	0%
5851 Marketing and Student Recruiting	1,077	18,540	9,284	9,284	-	8,207	12%
5857 Payroll Fees	5,722	10,403	10,403	10,403	-	4,681	55%
5858 CMO Fees Expense	60,410	-	80,793	80,793	-	20,384	75%
5861 Prior Yr Exp (not accrued)	2,688	-	3,400	3,400	-	712	79%
5863 Professional Development	2,262	15,000	18,000	18,000	-	15,738	13%
5864 Professional Development - Tuition Reimbursement	-	25,000	28,000	28,000	-	28,000	0%
5869 Special Education Contract Instructors	24,115	35,000	35,000	35,000	-	10,885	69%

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Income Statement
As of Feb FY2018

	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
Actual YTD							
5872 Special Education Encroachment	19,632	25,917	24,480	24,480	-	4,849	80%
5884 Substitutes	3,296	15,000	15,000	15,000	-	11,704	22%
5887 Technology Services	18,414	41,820	41,857	41,857	-	23,443	44%
5898 Bad Debt Expense	12,220	0	0	0	-	(12,219)	11863602%
5900 Communications	3,749	3,000	3,000	3,000	-	(749)	125%
5915 Postage and Delivery	1,468	4,120	4,120	4,120	-	2,652	36%
SUBTOTAL - Services & Other Operating Exp.	293,373	509,765	514,556	514,524	31	221,151	57%
Capital Outlay & Depreciation							
6900 Depreciation	13,185	28,726	28,726	28,726	-	15,541	46%
SUBTOTAL - Capital Outlay & Depreciation	13,185	28,726	28,726	28,726	-	15,541	46%
Other Outflows							
7999 Uncategorized Expense	1,730	-	-	-	-	(1,730)	
SUBTOTAL - Other Outflows	1,730	-	-	-	-	(1,730)	
TOTAL EXPENSES	1,023,797	1,838,764	1,921,903	1,897,131	24,773	873,334	54%

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	1,545,624	2,658,045	2,574,310	2,569,437	(4,873)	1,023,813	60%
Federal Revenue	132,814	235,853	251,998	260,580	8,582	127,766	51%
Other State Revenues	579,887	564,241	802,711	796,513	(6,198)	216,625	73%
Local Revenues	16,740	53,168	53,111	53,111	-	36,371	32%
Fundraising and Grants	11,927	11,000	12,898	12,898	-	971	92%
Total Revenue	2,286,992	3,522,307	3,695,027	3,692,538	(2,489)	1,405,546	62%
Expenses							
Compensation and Benefits	1,058,885	1,682,985	1,672,036	1,672,036	-	613,151	63%
Books and Supplies	119,179	188,317	419,268	420,268	(1,000)	301,088	28%
Services and Other Operating Expenditures	904,781	1,551,087	1,469,252	1,468,204	1,049	563,422	62%
Depreciation	13,524	45,159	44,909	44,909	-	31,385	30%
Other Outflows	(786)	-	-	-	-	786	
Total Expenses	2,095,584	3,467,548	3,605,465	3,605,416	49	1,509,833	58%
Operating Income	191,408	54,759	89,561	87,121	(2,440)	(104,287)	
Fund Balance							
Beginning Balance (Unaudited)		901,012	901,012	901,012			
Audit Adjustment		-	111,318	111,318			
Operating Income		54,759	89,561	87,121			
Ending Fund Balance		955,771	1,101,891	1,099,451			
KEY ASSUMPTIONS							
Enrollment Summary							
K-3		165	163	163	-		
4-6		130	123	123	-		
Total Enrolled		295	286	286	-		
ADA %							
K-3		96.0%	95.9%	95.9%	0.0%		
4-6		96.0%	95.9%	95.9%	0.0%		
Average ADA %		96.0%	95.9%	95.9%	0.0%		

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Income Statement
As of Feb FY2018

	YTD Actual YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
ADA							
K-3		158.40	156.24	156.24	-		
4-6		124.80	117.90	117.90	-		
Total ADA		283.20	274.14	274.14	-		
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	939,436	1,713,079	1,662,389	1,624,450	(37,939)	685,014	58%
8012 Education Protection Account Entitlement	173,560	343,888	330,075	340,188	10,113	166,628	51%
8019 State Aid - Prior Years	20	-	-	-	-	(20)	
8096 Charter Schools in Lieu of Property Taxes	432,608	601,078	581,845	604,799	22,954	172,191	72%
SUBTOTAL - LCFF Entitlement	1,545,624	2,658,045	2,574,310	2,569,437	(4,873)	1,023,813	60%
Federal Revenue							
8181 Special Education - Entitlement	39,903	55,467	53,668	53,668	-	13,765	74%
8220 Child Nutrition Programs	16,264	78,624	78,624	78,624	-	62,360	21%
8291 Title I	48,857	72,015	91,635	91,635	-	42,778	53%
8292 Title II	2,952	13,491	11,815	11,815	-	8,863	25%
8296 Other Federal Revenue	24,838	16,256	16,256	24,838	8,582	(0)	100%
SUBTOTAL - Federal Revenue	132,814	235,853	251,998	260,580	8,582	127,766	51%
Other State Revenue							
8319 Other State Apportionments - Prior Years	4,604	-	557	4,604	4,047	0	100%
8381 Special Education - Entitlement (State)	116,620	161,963	156,851	156,851	-	40,231	74%
8520 Child Nutrition - State	1,262	6,152	6,152	6,152	-	4,890	21%
8545 School Facilities Apportionments	63,358	187,802	163,922	153,677	(10,245)	90,319	41%
8550 Mandated Cost Reimbursements	18,403	3,963	46,206	46,206	-	27,803	40%
8560 State Lottery Revenue	16,180	54,360	53,183	53,183	-	37,002	30%
8593 Prop 39 Clean Energy	212,040	-	212,040	212,040	-	-	100%
8596 ASES	147,420	150,000	163,800	163,800	-	16,380	90%
SUBTOTAL - Other State Revenue	579,887	564,241	802,711	796,513	(6,198)	216,625	73%
Local Revenue							
8634 Food Service Sales	6,694	10,560	10,560	10,560	-	3,866	63%
8682 Summer Program	-	26,848	32,504	32,504	-	32,504	0%
8690 Other Local Revenue	1,898	15,759	1,898	1,898	-	0	100%
8715 Option 3	8,148	-	8,148	8,148	-	-	100%

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Income Statement
As of Feb FY2018

	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
Actual YTD							
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0%
SUBTOTAL - Local Revenue	16,740	53,168	53,111	53,111	-	36,371	32%
Fundraising and Grants							
8802 Donations - Private	-	1,000	2,898	2,898	-	2,898	0%
8803 Fundraising	11,927	10,000	10,000	10,000	-	(1,927)	119%
SUBTOTAL - Fundraising and Grants	11,927	11,000	12,898	12,898	-	971	92%
TOTAL REVENUE	2,286,992	3,522,307	3,695,027	3,692,538	(2,489)	1,405,546	62%
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100 Teachers Salaries	538,964	859,400	843,318	843,318	-	304,354	64%
1300 Certificated Supervisor & Administrator Salaries	107,974	160,000	167,241	167,241	-	59,267	65%
SUBTOTAL - Certificated Salaries	646,938	1,019,400	1,010,559	1,010,559	-	363,621	64%
Classified Salaries							
2400 Classified Clerical & Office Salaries	66,158	79,040	71,200	71,200	-	5,042	93%
2900 Classified Other Salaries	90,661	175,303	181,703	181,703	-	91,041	50%
SUBTOTAL - Classified Salaries	156,820	254,343	252,903	252,903	-	96,083	62%
Employee Benefits							
3100 STRS	91,207	136,082	141,816	141,816	-	50,609	64%
3200 PERS	21,940	38,725	38,737	38,737	-	16,796	57%
3300 OASDI-Medicare-Alternative	21,504	38,972	35,722	35,722	-	14,218	60%
3400 Health & Welfare Benefits	106,939	177,244	177,244	177,244	-	70,305	60%
3500 Unemployment Insurance	402	3,637	828	828	-	426	49%
3600 Workers Comp Insurance	13,135	14,342	14,227	14,227	-	1,092	92%
3900 Other Employee Benefits	0	238	-	-	-	(0)	
SUBTOTAL - Employee Benefits	255,127	409,241	408,574	408,574	-	153,447	62%
Books & Supplies							
4100 Approved Textbooks & Core Curricula Materials	21,346	22,000	28,000	28,000	-	6,654	76%
4200 Books & Other Reference Materials	229	1,000	1,000	1,000	-	771	23%
4315 Custodial Supplies	2,691	8,000	8,000	8,000	-	5,309	34%

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
4320 Educational Software	12,110	12,149	16,649	16,649	-	4,539	73%
4325 Instructional Materials & Supplies	2,539	10,871	9,183	7,183	2,000	4,644	35%
4326 Art & Music Supplies	370	5,000	3,000	3,000	-	2,630	12%
4330 Office Supplies	8,291	5,000	7,000	9,000	(2,000)	709	92%
4335 PE Supplies	1,066	2,000	2,000	2,000	-	934	53%
4345 Non Instructional Student Materials & Supplies	1,224	1,500	1,500	1,500	-	276	82%
4346 Teacher Supplies	229	2,400	2,400	2,400	-	2,171	10%
4351 Yearbook	650	760	760	760	-	110	86%
4361 PY Supplies Expenses (not accrued)	1,866	-	1,866	1,866	-	0	100%
4400 Noncapitalized Equipment	8,002	-	222,040	222,040	-	214,038	4%
4410 Classroom Furniture, Equipment & Supplies	3,165	2,991	3,201	3,201	-	36	99%
4420 Computers (individual items less than \$5k)	891	-	1,000	1,000	-	109	89%
4430 Non Classroom Related Furniture, Equipment & Supplies	3,552	3,009	4,799	4,799	-	1,247	74%
4700 Food	-	109,638	-	-	-	-	
4710 Student Food Services	48,463	-	104,870	104,870	-	56,407	46%
4720 Other Food	2,494	2,000	2,000	3,000	(1,000)	506	83%
SUBTOTAL - Books and Supplies	119,179	188,317	419,268	420,268	(1,000)	301,088	28%
Services & Other Operating Expenses							
5101 CMO Fees	-	654,729	-	-	-	-	
5210 Conference Fees	-	1,000	1,000	1,000	-	1,000	0%
5215 Travel - Mileage, Parking, Tolls	1,029	1,000	2,000	2,000	-	971	51%
5220 Travel and Lodging	29	1,272	1,272	1,272	-	1,243	2%
5300 Dues & Memberships	3,750	9,000	9,000	8,000	1,000	4,250	47%
5450 Insurance - Other	12,340	17,141	16,456	16,456	-	4,116	75%
5500 Operations & Housekeeping	5,677	10,000	10,000	10,000	-	4,323	57%
5510 Utilities - Gas and Electric	28,779	61,248	61,248	61,248	-	32,469	47%
5605 Equipment Leases	3,083	8,400	8,400	8,400	-	5,317	37%
5610 Rent	204,794	270,035	273,203	273,203	-	68,410	75%
5615 Repairs and Maintenance - Building	9,149	20,000	10,000	10,000	-	851	91%
5617 Repairs and Maintenance - Other Equipment	-	1,000	1,000	1,000	-	1,000	0%
5803 Accounting Fees	-	10,300	10,300	10,300	-	10,300	0%
5809 Banking Fees	(154)	3,000	2,877	2,877	-	3,031	-5%
5813 School Programs - After School Program	98,280	150,000	163,800	163,800	-	65,520	60%
5814 School Programs - Academic Competitions	280	1,000	1,000	1,000	-	720	28%
5819 School Programs - Other	660	4,000	4,000	4,000	-	3,340	17%
5820 Consultants - Non Instructional	4,532	8,584	8,584	8,584	-	4,052	53%
5822 Other Professional Services	22,884	17,596	31,252	31,252	-	8,368	73%

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
5824 District Oversight Fees	18,616	26,580	25,743	25,694	49	7,078	72%
5830 Field Trips Expenses	1,533	5,000	8,000	8,000	-	6,467	19%
5833 Fines and Penalties	123	-	123	123	-	(0)	100%
5845 Legal Fees	7,500	6,000	8,000	8,000	-	500	94%
5851 Marketing and Student Recruiting	-	1,000	3,000	3,000	-	3,000	0%
5857 Payroll Fees	7,717	14,420	14,420	14,420	-	6,703	54%
5858 CMO Fees Expense	359,082	-	538,623	538,623	-	179,541	67%
5861 Prior Yr Exp (not accrued)	2,419	-	3,019	3,019	-	600	80%
5863 Professional Development	1,099	4,000	4,000	4,000	-	2,901	27%
5864 Professional Development - Tuition Reimbursement	2,287	14,200	14,200	14,200	-	11,913	16%
5869 Special Education Contract Instructors	36,043	114,324	114,324	114,324	-	78,281	32%
5872 Special Education Encroachment	32,464	43,486	42,104	42,104	-	9,640	77%
5884 Substitutes	14,695	25,000	30,000	30,000	-	15,305	49%
5887 Technology Services	24,395	40,170	40,705	40,705	-	16,310	60%
5899 Miscellaneous Operating Expenses	-	0	-	-	-	-	
5900 Communications	(475)	4,000	4,000	4,000	-	4,475	-12%
5915 Postage and Delivery	2,170	3,600	3,600	3,600	-	1,430	60%
SUBTOTAL - Services & Other Operating Exp.	904,781	1,551,087	1,469,252	1,468,204	1,049	563,422	62%
Capital Outlay & Depreciation							
6900 Depreciation	13,524	45,159	44,909	44,909	-	31,385	30%
SUBTOTAL - Capital Outlay & Depreciation	13,524	45,159	44,909	44,909	-	31,385	30%
Other Outflows							
7999 Uncategorized Expense	(786)	-	-	-	-	786	
SUBTOTAL - Other Outflows	(786)	-	-	-	-	786	
TOTAL EXPENSES	2,095,584	3,467,548	3,605,465	3,605,416	49	1,509,833	58%

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	2,700,883	4,656,757	4,525,841	4,526,679	838	1,825,796	60%
Federal Revenue	159,148	304,497	336,842	336,842	-	177,694	47%
Other State Revenues	496,085	528,197	840,876	840,876	-	344,790	59%
Local Revenues	16,751	34,273	42,972	42,972	-	26,222	39%
Fundraising and Grants	13,147	20,000	22,236	22,236	-	9,090	59%
Total Revenue	3,386,013	5,543,724	5,768,767	5,769,605	838	2,383,592	59%
Expenses							
Compensation and Benefits	1,565,860	2,782,961	2,754,796	2,754,796	-	1,188,936	57%
Books and Supplies	156,857	426,715	643,235	643,235	-	486,377	24%
Services and Other Operating Expenditures	1,212,457	2,090,297	2,206,121	2,206,129	(8)	993,673	55%
Depreciation	45,204	96,064	96,064	96,064	-	50,860	47%
Other Outflows	(492)	-	-	-	-	492	
Total Expenses	2,979,886	5,396,037	5,700,216	5,700,224	(8)	2,720,338	52%
Operating Income	406,127	147,687	68,551	69,380	829	(336,746)	
Fund Balance							
Beginning Balance (Unaudited)		3,045,002	3,045,002	3,045,002			
Audit Adjustment		-	321,397	321,397			
Operating Income		147,687	68,551	69,380			
Ending Fund Balance		3,192,689	3,434,950	3,435,779			
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		165	137	137	-		
7-8		330	343	343	-		
Total Enrolled		495	480	480	-		
ADA %							
4-6		98.2%	98.3%	98.3%	0.0%		
7-8		98.2%	98.3%	98.3%	0.0%		
Average ADA %		98.2%	98.3%	98.3%	0.0%		

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Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
ADA							
4-6		162.07	134.62	134.62	-		
7-8		324.14	337.03	337.03	-		
Total ADA		486.22	471.65	471.65	-		
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	1,650,507	3,013,672	2,936,992	2,880,329	(56,662)	1,229,822	57%
8012 Education Protection Account Entitlement	308,190	611,114	587,800	605,809	18,009	297,619	51%
8019 State Aid - Prior Years	33	-	-	-	-	(33)	
8096 Charter Schools in Lieu of Property Taxes	742,153	1,031,971	1,001,049	1,040,540	39,491	298,387	71%
SUBTOTAL - LCFF Entitlement	2,700,883	4,656,757	4,525,841	4,526,679	838	1,825,796	60%
Federal Revenue							
8181 Special Education - Entitlement	68,455	95,230	92,335	92,335	-	23,880	74%
8291 Title I	84,582	181,156	220,051	220,051	-	135,469	38%
8292 Title II	6,111	28,111	24,456	24,456	-	18,345	25%
SUBTOTAL - Federal Revenue	159,148	304,497	336,842	336,842	-	177,694	47%
Other State Revenue							
8319 Other State Apportionments - Prior Years	9,791	-	9,791	9,791	-	-	100%
8381 Special Education - Entitlement (State)	200,066	278,070	269,858	269,858	-	69,792	74%
8550 Mandated Cost Reimbursements	31,571	6,799	79,268	79,268	-	47,697	40%
8560 State Lottery Revenue	27,998	93,329	91,500	91,500	-	63,501	31%
8593 Prop 39 Clean Energy	226,659	-	226,659	226,659	-	-	100%
8596 ASES	-	150,000	163,800	163,800	-	163,800	0%
SUBTOTAL - Other State Revenue	496,085	528,197	840,876	840,876	-	344,790	59%
Local Revenue							
8682 Summer Program	-	34,273	26,222	26,222	-	26,222	0%
8690 Other Local Revenue	2,236	-	2,236	2,236	-	-	100%
8715 Option 3	14,514	-	14,514	14,514	-	(0)	100%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0%
SUBTOTAL - Local Revenue	16,751	34,273	42,972	42,972	-	26,222	39%
Fundraising and Grants							
8802 Donations - Private	-	-	2,236	2,236	-	2,236	0%

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Income Statement
As of Feb FY2018

		YTD	Budget					
		Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
8803	Fundraising	13,147	20,000	20,000	20,000	-	6,853	66%
	SUBTOTAL - Fundraising and Grants	13,147	20,000	22,236	22,236	-	9,090	59%
TOTAL REVENUE		3,386,013	5,543,724	5,768,767	5,769,605	838	2,383,592	59%
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	781,540	1,470,435	1,412,823	1,412,823	-	631,283	55%
1300	Certificated Supervisor & Administrator Salaries	227,342	313,320	385,409	385,409	-	158,066	59%
	SUBTOTAL - Certificated Salaries	1,008,882	1,783,755	1,798,231	1,798,231	-	789,349	56%
Classified Salaries								
2400	Classified Clerical & Office Salaries	86,914	128,378	127,982	127,982	-	41,069	68%
2900	Classified Other Salaries	123,136	207,251	175,118	175,118	-	51,982	70%
	SUBTOTAL - Classified Salaries	210,049	335,628	303,100	303,100	-	93,051	69%
Employee Benefits								
3100	STRS	146,576	247,439	245,921	245,921	-	99,344	60%
3200	PERS	29,216	52,126	47,074	47,074	-	17,859	62%
3300	OASDI-Medicare-Alternative	29,559	55,818	55,090	55,090	-	25,531	54%
3400	Health & Welfare Benefits	118,826	279,968	279,968	279,968	-	161,142	42%
3500	Unemployment Insurance	442	4,060	1,277	1,277	-	835	35%
3600	Workers Comp Insurance	21,835	23,864	23,661	23,661	-	1,826	92%
3900	Other Employee Benefits	475	302	475	475	-	-	100%
	SUBTOTAL - Employee Benefits	346,928	663,577	653,465	653,465	-	306,537	53%
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	26,225	50,000	50,000	50,000	-	23,775	52%
4200	Books & Other Reference Materials	285	1,000	1,000	1,000	-	715	28%
4320	Educational Software	24,027	20,000	44,635	44,635	-	20,608	54%
4325	Instructional Materials & Supplies	19,290	40,000	42,420	42,420	-	23,130	45%
4326	Art & Music Supplies	3,320	7,500	7,500	7,500	-	4,180	44%
4330	Office Supplies	14,627	6,700	14,700	14,700	-	73	100%
4335	PE Supplies	-	2,500	2,500	2,500	-	2,500	0%
4345	Non Instructional Student Materials & Supplies	4,259	5,000	5,000	5,000	-	741	85%

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Income Statement
As of Feb FY2018

	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
Actual YTD							
4346 Teacher Supplies	106	5,000	5,000	5,000	-	4,894	2%
4350 Uniforms	-	515	515	515	-	515	0%
4351 Yearbook	307	1,500	1,500	1,500	-	1,193	20%
4400 Noncapitalized Equipment	230	11,000	237,659	237,659	-	237,429	0%
4410 Classroom Furniture, Equipment & Supplies	45	1,000	1,000	1,000	-	955	5%
4420 Computers (individual items less than \$5k)	2,657	15,000	15,000	15,000	-	12,343	18%
4430 Non Classroom Related Furniture, Equipment & Supplies	3,776	5,000	5,000	5,000	-	1,224	76%
4700 Food	-	250,000	-	-	-	-	
4710 Student Food Services	57,125	-	204,806	204,806	-	147,681	28%
4720 Other Food	578	5,000	5,000	5,000	-	4,422	12%
SUBTOTAL - Books and Supplies	156,857	426,715	643,235	643,235	-	486,377	24%
Services & Other Operating Expenses							
5101 CMO Fees	-	1,047,567	-	-	-	-	
5210 Conference Fees	-	10,000	10,000	10,000	-	10,000	0%
5215 Travel - Mileage, Parking, Tolls	184	5,000	5,000	5,000	-	4,816	4%
5220 Travel and Lodging	-	10,000	10,000	10,000	-	10,000	0%
5300 Dues & Memberships	4,970	7,500	7,500	7,500	-	2,530	66%
5450 Insurance - Other	21,170	25,859	28,360	28,360	-	7,190	75%
5500 Operations & Housekeeping	202	35,000	35,000	35,000	-	34,798	1%
5605 Equipment Leases	39,933	50,000	50,000	50,000	-	10,067	80%
5611 Prop 39 Related Costs	99,898	235,830	235,830	235,830	-	135,932	42%
5617 Repairs and Maintenance - Other Equipment	-	3,000	3,000	3,000	-	3,000	0%
5803 Accounting Fees	-	15,450	15,450	15,450	-	15,450	0%
5809 Banking Fees	-	500	500	500	-	500	0%
5813 School Programs - After School Program	98,430	150,000	163,800	163,800	-	65,370	60%
5819 School Programs - Other	1,325	515	1,000	1,325	(325)	(0)	100%
5820 Consultants - Non Instructional	4,652	13,000	13,000	13,000	-	8,348	36%
5822 Other Professional Services	20,741	45,000	58,656	58,307	349	37,566	36%
5824 District Oversight Fees	32,578	45,221	45,258	45,267	(8)	12,689	72%
5830 Field Trips Expenses	14,787	20,000	20,000	20,000	-	5,213	74%
5833 Fines and Penalties	1,185	-	1,161	1,185	(24)	0	100%
5845 Legal Fees	-	13,000	13,000	13,000	-	13,000	0%
5851 Marketing and Student Recruiting	4,868	8,000	8,000	8,000	-	3,132	61%
5857 Payroll Fees	8,724	16,995	16,995	16,995	-	8,271	51%
5858 CMO Fees Expense	718,163	-	1,077,245	1,077,245	-	359,082	67%
5861 Prior Yr Exp (not accrued)	(2,956)	-	(1,161)	(1,161)	-	1,795	255%
5863 Professional Development	6,092	8,300	8,300	8,300	-	2,208	73%

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Income Statement
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	YTD	Budget					
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
	Actual YTD						
5864 Professional Development - Tuition Reimbursement	10,672	75,500	75,500	75,500	-	64,828	14%
5869 Special Education Contract Instructors	18,538	55,000	55,000	55,000	-	36,462	34%
5872 Special Education Encroachment	55,693	74,660	72,439	72,439	-	16,745	77%
5884 Substitutes	33,015	64,750	64,750	64,750	-	31,735	51%
5887 Technology Services	16,607	42,650	98,538	98,538	-	81,931	17%
5899 Miscellaneous Operating Expenses	-	0	0	0	-	0	0%
5900 Communications	-	-	2,000	2,000	-	2,000	0%
5915 Postage and Delivery	2,984	12,000	12,000	12,000	-	9,016	25%
SUBTOTAL - Services & Other Operating Exp.	1,212,457	2,090,297	2,206,121	2,206,129	(8)	993,673	55%
Capital Outlay & Depreciation							
6900 Depreciation	45,204	96,064	96,064	96,064	-	50,860	47%
SUBTOTAL - Capital Outlay & Depreciation	45,204	96,064	96,064	96,064	-	50,860	47%
Other Outflows							
7999 Uncategorized Expense	(492)	-	-	-	-	492	
SUBTOTAL - Other Outflows	(492)	-	-	-	-	492	
TOTAL EXPENSES	2,979,886	5,396,037	5,700,216	5,700,224	(8)	2,720,338	52%

MSA-SA
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	3,522,272	7,467,687	6,793,513	6,766,761	(26,751)	3,244,490	52%
Federal Revenue	267,738	658,206	662,529	662,529	-	394,790	40%
Other State Revenues	323,086	585,070	638,830	702,190	63,360	379,104	46%
Local Revenues	21,576	64,612	56,723	56,723	-	35,147	38%
Fundraising and Grants	38,277	32,446	48,358	48,358	-	10,081	79%
Total Revenue	4,172,949	8,808,020	8,199,952	8,236,560	36,609	4,063,611	51%
Expenses							
Compensation and Benefits	3,058,399	4,576,489	4,493,395	4,475,222	18,173	1,416,823	68%
Books and Supplies	376,353	733,114	677,539	677,539	-	301,185	56%
Services and Other Operating Expenditures	1,372,270	2,490,994	2,324,944	2,356,253	(31,309)	983,983	58%
Depreciation	264,823	505,350	505,350	505,350	-	240,527	52%
Other Outflows	87,070	173,107	173,107	173,107	-	86,038	50%
Total Expenses	5,158,914	8,479,055	8,174,335	8,187,471	(13,136)	3,028,557	63%
Operating Income	(985,965)	328,966	25,617	49,089	23,473	1,035,055	
Fund Balance							
Beginning Balance (Unaudited)		7,875,025	7,875,025	7,875,025			
Audit Adjustment		-	1,987	1,987			
Operating Income		328,966	25,617	49,089			
Ending Fund Balance		8,203,991	7,902,629	7,926,101			
KEY ASSUMPTIONS							
Enrollment Summary							
K-3		300	265	265	-		
4-6		171	182	182	-		
7-8		180	157	157	-		
9-12		161	136	136	-		
Total Enrolled		812	740	740	-		
ADA %							
K-3		96.0%	96.0%	96.0%	0.0%		
4-6		96.0%	96.0%	96.0%	0.0%		

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	YTD	Budget					
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
Actual YTD							
7-8		96.0%	96.0%	96.0%	0.0%		
9-12		96.0%	96.0%	96.0%	0.0%		
Average ADA %		96.0%	96.0%	96.0%	0.0%		
ADA							
K-3		288.00	254.40	254.40	-		
4-6		164.16	174.72	174.72	-		
7-8		172.80	150.72	150.72	-		
9-12		154.56	130.56	130.56	-		
Total ADA		779.52	710.40	710.40	-		
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	2,770,668	5,463,689	4,967,209	4,782,451	(184,759)	2,011,783	58%
8012 Education Protection Account Entitlement	61,073	155,904	142,080	142,080	-	81,007	43%
8096 Charter Schools in Lieu of Property Taxes	690,531	1,848,094	1,684,223	1,842,231	158,007	1,151,700	37%
SUBTOTAL - LCFF Entitlement	3,522,272	7,467,687	6,793,513	6,766,761	(26,751)	3,244,490	52%
Federal Revenue							
8181 Special Education - Entitlement	-	78,500	78,500	78,500	-	78,500	0%
8220 Child Nutrition Programs	45,264	265,178	265,178	265,178	-	219,914	17%
8291 Title I	147,654	259,460	225,436	225,436	-	77,782	65%
8292 Title II	8,612	32,868	27,207	27,207	-	18,595	32%
8293 Title III	5,159	-	5,159	5,159	-	-	100%
8296 Other Federal Revenue	61,049	22,200	61,049	61,049	-	(0)	100%
SUBTOTAL - Federal Revenue	267,738	658,206	662,529	662,529	-	394,790	40%
Other State Revenue							
8319 Other State Apportionments - Prior Years	9,950	-	9,950	9,950	-	(0)	100%
8381 Special Education - Entitlement (State)	199,967	400,673	365,146	365,146	-	165,179	55%
8382 Special Education Reimbursements (State) - MH	31,680	-	-	63,360	63,360	31,680	50%
8520 Child Nutrition - State	3,683	23,251	23,251	23,251	-	19,568	16%
8550 Mandated Cost Reimbursements	42,684	11,518	102,666	102,666	-	59,982	42%
8560 State Lottery Revenue	35,122	149,628	137,818	137,818	-	102,695	25%
SUBTOTAL - Other State Revenue	323,086	585,070	638,830	702,190	63,360	379,104	46%
Local Revenue							

MSA-SA
Income Statement
As of Feb FY2018

		YTD	Budget					
		Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.		Current Forecast Remaining
8634	Food Service Sales	12,314	14,459	14,459	14,459	-	2,145	85%
8660	Interest	2,491	1,000	4,200	4,200	-	1,709	59%
8682	Summer Program	-	39,108	28,020	28,020	-	28,020	0%
8690	Other Local Revenue	4,812	10,045	10,045	10,045	-	5,233	48%
8720	Revenue Program 20	1,958	-	-	-	-	(1,958)	
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0%
8999	Uncategorized Revenue	1	-	-	-	-	(1)	
SUBTOTAL - Local Revenue		21,576	64,612	56,723	56,723	-	35,147	38%
Fundraising and Grants								
8802	Donations - Private	7,789	30,000	29,812	29,812	-	22,023	26%
8803	Fundraising	30,488	2,446	18,546	18,546	-	(11,942)	164%
SUBTOTAL - Fundraising and Grants		38,277	32,446	48,358	48,358	-	10,081	79%
TOTAL REVENUE		4,172,949	8,808,020	8,199,952	8,236,560	36,609	4,063,611	51%
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	1,481,546	2,287,119	2,217,379	2,209,260	8,120	727,714	67%
1300	Certificated Supervisor & Administrator Salaries	344,182	644,782	562,372	562,372	-	218,189	61%
SUBTOTAL - Certificated Salaries		1,825,728	2,931,901	2,779,751	2,771,631	8,120	945,903	66%
Classified Salaries								
2400	Classified Clerical & Office Salaries	151,535	166,916	215,282	201,380	13,902	49,845	75%
2900	Classified Other Salaries	379,274	345,725	386,479	392,306	(5,828)	13,032	97%
SUBTOTAL - Classified Salaries		530,809	512,641	601,761	593,687	8,074	62,877	89%
Employee Benefits								
3100	STRS	260,380	394,920	392,456	391,284	1,172	130,904	67%
3200	PERS	46,687	72,853	63,319	63,437	(119)	16,751	74%
3300	OASDI-Medicare-Alternative	68,091	93,826	90,063	89,328	735	21,236	76%
3400	Health & Welfare Benefits	289,388	505,621	505,621	505,621	-	216,233	57%
3500	Unemployment Insurance	1,157	4,722	2,293	2,284	9	1,127	51%
3600	Workers Comp Insurance	36,171	38,786	38,076	37,893	182	1,722	95%
3900	Other Employee Benefits	(13)	21,219	20,056	20,056	-	20,070	0%

MSA-SA
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUBTOTAL - Employee Benefits	701,862	1,131,948	1,111,884	1,109,904	1,979	408,043	63%
Books & Supplies							
4100 Approved Textbooks & Core Curricula Materials	62,959	46,800	62,845	62,958	(113)	(0)	100%
4200 Books & Other Reference Materials	3,701	20,000	5,000	5,000	-	1,299	74%
4315 Custodial Supplies	4,188	30,000	20,000	20,000	-	15,812	21%
4320 Educational Software	33,405	45,000	61,070	61,070	-	27,666	55%
4325 Instructional Materials & Supplies	24,369	50,000	54,995	54,995	-	30,627	44%
4326 Art & Music Supplies	2,787	10,000	5,000	5,000	-	2,214	56%
4330 Office Supplies	13,444	5,000	12,865	13,865	(1,000)	421	97%
4335 PE Supplies	4,378	57,500	7,500	7,500	-	3,122	58%
4345 Non Instructional Student Materials & Supplies	5,168	15,000	11,254	11,254	-	6,086	46%
4346 Teacher Supplies	4,014	10,000	10,000	8,487	1,513	4,473	47%
4361 PY Supplies Expenses (not accrued)	2,158	-	2,158	2,158	-	0	100%
4400 Noncapitalized Equipment	20,462	10,500	20,462	20,462	-	-	100%
4410 Classroom Furniture, Equipment & Supplies	34,405	75,000	60,038	60,038	-	25,633	57%
4420 Computers (individual items less than \$5k)	-	2,500	2,500	2,500	-	2,500	0%
4430 Non Classroom Related Furniture, Equipment & Supplies	883	2,493	2,493	2,493	-	1,611	35%
4700 Food	-	348,321	-	-	-	-	-
4710 Student Food Services	153,592	-	333,176	333,176	-	179,584	46%
4720 Other Food	6,442	5,000	6,181	6,581	(400)	139	98%
SUBTOTAL - Books and Supplies	376,353	733,114	677,539	677,539	-	301,185	56%
Services & Other Operating Expenses							
5101 CMO Fees	-	1,047,567	-	-	-	-	-
5210 Conference Fees	1,120	8,809	8,809	8,809	-	7,689	13%
5215 Travel - Mileage, Parking, Tolls	1,427	7,000	2,921	2,921	-	1,494	49%
5220 Travel and Lodging	4,561	-	4,623	4,623	-	62	99%
5300 Dues & Memberships	8,690	6,000	8,690	8,690	-	-	100%
5450 Insurance - Other	25,150	21,456	30,180	30,180	-	5,030	83%
5500 Operations & Housekeeping	16,763	40,000	25,000	25,000	-	8,237	67%
5510 Utilities - Gas and Electric	62,003	100,000	100,000	100,000	-	37,997	62%
5605 Equipment Leases	24,976	47,344	47,344	47,344	-	22,368	53%
5610 Rent	164,778	299,681	271,403	271,403	-	106,625	61%
5615 Repairs and Maintenance - Building	32,606	50,000	50,000	50,000	-	17,395	65%
5803 Accounting Fees	-	11,000	11,000	11,000	-	11,000	0%
5809 Banking Fees	1,688	7,460	2,760	2,760	-	1,072	61%
5813 School Programs - After School Program	3,200	5,000	5,000	5,000	-	1,800	64%

MSA-SA
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
5814 School Programs - Academic Competitions	7,245	10,000	10,000	10,000	-	2,755	72%
5819 School Programs - Other	3,637	-	95	3,636	(3,541)	(0)	100%
5820 Consultants - Non Instructional	-	10,000	-	-	-	-	
5822 Other Professional Services	40,111	21,546	46,484	46,484	-	6,374	86%
5824 District Oversight Fees	-	74,677	67,935	67,668	268	67,668	0%
5830 Field Trips Expenses	2,926	25,000	25,000	25,000	-	22,074	12%
5833 Fines and Penalties	405	-	-	406	(406)	1	100%
5845 Legal Fees	130	10,000	10,000	10,000	-	9,870	1%
5848 Licenses and Other Fees	25,412	-	2,740	25,412	(22,672)	(0)	100%
5851 Marketing and Student Recruiting	16,179	15,000	20,000	20,000	-	3,822	81%
5857 Payroll Fees	23,545	31,544	31,544	31,544	-	7,999	75%
5858 CMO Fees Expense	698,378	-	1,077,245	1,077,245	-	378,867	65%
5861 Prior Yr Exp (not accrued)	15,070	-	462	5,420	(4,958)	(9,650)	278%
5863 Professional Development	9,384	40,494	30,000	30,000	-	20,616	31%
5864 Professional Development - Tuition Reimbursement	8,699	96,300	71,800	71,800	-	63,101	12%
5869 Special Education Contract Instructors	78,403	275,000	200,000	200,000	-	121,597	39%
5872 Special Education Encroachment	-	19,167	17,746	17,746	-	17,746	0%
5884 Substitutes	44,447	90,640	80,000	80,000	-	35,553	56%
5887 Technology Services	43,351	107,310	73,899	73,899	-	30,549	59%
5899 Miscellaneous Operating Expenses	-	-	(20,737)	(20,737)	-	(20,737)	0%
5900 Communications	4,153	3,000	3,000	3,000	-	(1,153)	138%
5915 Postage and Delivery	3,833	10,000	10,000	10,000	-	6,167	38%
SUBTOTAL - Services & Other Operating Exp.	1,372,270	2,490,994	2,324,944	2,356,253	(31,309)	983,983	58%
Capital Outlay & Depreciation							
6900 Depreciation	264,823	505,350	505,350	505,350	-	240,527	52%
SUBTOTAL - Capital Outlay & Depreciation	264,823	505,350	505,350	505,350	-	240,527	52%
Other Outflows							
7438 Long term debt - Interest	87,070	173,107	173,107	173,107	-	86,038	50%
SUBTOTAL - Other Outflows	87,070	173,107	173,107	173,107	-	86,038	50%
TOTAL EXPENSES	5,158,914	8,479,055	8,174,335	8,187,471	(13,136)	3,028,557	63%

MSA-SD
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	1,704,612	3,298,113	2,960,085	2,955,583	(4,502)	1,250,970	58%
Federal Revenue	29,476	125,122	131,511	131,511	-	102,035	22%
Other State Revenues	416,261	393,481	635,855	675,455	39,600	259,193	62%
Local Revenues	22,487	78,739	75,435	75,435	-	52,948	30%
Fundraising and Grants	30,503	31,153	33,051	33,051	-	2,548	92%
Total Revenue	2,203,339	3,926,609	3,835,935	3,871,033	35,098	1,667,694	57%
Expenses							
Compensation and Benefits	1,393,133	2,210,402	2,199,260	2,196,618	2,642	803,484	63%
Books and Supplies	42,208	144,548	330,564	330,564	-	288,356	13%
Services and Other Operating Expenditures	751,025	1,352,286	1,437,066	1,437,021	45	685,996	52%
Depreciation	29,746	30,295	30,295	30,295	-	549	98%
Other Outflows	14,458	-	-	-	-	(14,458)	
Total Expenses	2,230,570	3,737,532	3,997,185	3,994,498	2,687	1,763,927	56%
Operating Income	(27,231)	189,077	(161,249)	(123,464)	37,785	(96,233)	
Fund Balance							
Beginning Balance (Unaudited)		1,189,492	1,189,492	1,189,492			
Audit Adjustment		-	59,194	59,194			
Operating Income		189,077	(161,249)	(123,464)			
Ending Fund Balance		1,378,569	1,087,437	1,125,222			
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		150	126	126	-		
7-8		300	279	279	-		
Total Enrolled		450	405	405	-		
ADA %							
4-6		96.5%	96.5%	96.5%	0.0%		
7-8		96.5%	95.9%	95.9%	0.0%		
Average ADA %		96.5%	96.1%	96.1%	0.0%		

MSA-SD
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
ADA							
4-6		144.75	121.59	121.59	-		
7-8		289.50	267.70	267.70	-		
Total ADA		434.25	389.29	389.29	-		
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	388,288	865,497	779,329	670,910	(108,419)	282,622	58%
8012 Education Protection Account Entitlement	40,792	86,850	77,858	77,858	-	37,066	52%
8019 State Aid - Prior Years	(2,519)	-	-	-	-	2,519	
8096 Charter Schools in Lieu of Property Taxes	1,278,051	2,345,766	2,102,898	2,206,815	103,917	928,764	58%
SUBTOTAL - LCFF Entitlement	1,704,612	3,298,113	2,960,085	2,955,583	(4,502)	1,250,970	58%
Federal Revenue							
8181 Special Education - Entitlement	-	53,500	53,500	53,500	-	53,500	0%
8220 Child Nutrition Programs	1,588	28,455	28,455	28,455	-	26,867	6%
8291 Title I	16,003	25,163	32,091	32,091	-	16,088	50%
8292 Title II	1,815	7,804	7,265	7,265	-	5,450	25%
8296 Other Federal Revenue	10,070	10,200	10,200	10,200	-	130	99%
SUBTOTAL - Federal Revenue	29,476	125,122	131,511	131,511	-	102,035	22%
Other State Revenue							
8319 Other State Apportionments - Prior Years	7,782	-	7,782	7,782	-	0	100%
8381 Special Education - Entitlement (State)	126,036	223,205	200,095	200,095	-	74,059	63%
8382 Special Education Reimbursements (State) - MH	19,800	-	-	39,600	39,600	19,800	50%
8520 Child Nutrition - State	111	1,832	1,832	1,832	-	1,722	6%
8550 Mandated Cost Reimbursements	26,518	5,711	66,581	66,581	-	40,063	40%
8560 State Lottery Revenue	23,415	83,354	75,522	75,522	-	52,107	31%
8593 Prop 39 Clean Energy	204,662	-	204,662	204,662	-	-	100%
8596 ASES	7,938	79,380	79,380	79,380	-	71,442	10%
SUBTOTAL - Other State Revenue	416,261	393,481	635,855	675,455	39,600	259,193	62%
Local Revenue							
8650 Leases and Rentals	-	7,000	7,000	7,000	-	7,000	0%
8660 Interest	1,549	1,891	1,891	1,891	-	342	82%
8682 Summer Program	-	26,848	21,966	21,966	-	21,966	0%
8690 Other Local Revenue	1,578	-	1,578	1,578	-	-	100%

MSA-SD
Income Statement
As of Feb FY2018

	YTD	Budget					% Current Forecast Spent
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	
	Actual YTD						
8693 Field Trips	19,340	43,000	43,000	43,000	-	23,660	45%
8699 All Other Local Revenue	0	-	-	-	-	(0)	
8720 Revenue Program 20	20	-	-	-	-	(20)	
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0%
SUBTOTAL - Local Revenue	22,487	78,739	75,435	75,435	-	52,948	30%
Fundraising and Grants							
8802 Donations - Private	-	-	1,898	1,898	-	1,898	0%
8803 Fundraising	30,503	31,153	31,153	31,153	-	650	98%
SUBTOTAL - Fundraising and Grants	30,503	31,153	33,051	33,051	-	2,548	92%
TOTAL REVENUE	2,203,339	3,926,609	3,835,935	3,871,033	35,098	1,667,694	57%
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100 Teachers Salaries	656,862	1,071,231	1,043,442	1,041,187	2,255	384,325	63%
1300 Certificated Supervisor & Administrator Salaries	274,561	344,918	396,732	396,732	-	122,171	69%
SUBTOTAL - Certificated Salaries	931,422	1,416,149	1,440,174	1,437,919	2,255	506,496	65%
Classified Salaries							
2400 Classified Clerical & Office Salaries	33,350	143,640	38,480	38,480	-	5,130	87%
2900 Classified Other Salaries	87,564	87,920	162,198	162,198	-	74,635	54%
SUBTOTAL - Classified Salaries	120,913	231,560	200,678	200,678	-	79,765	60%
Employee Benefits							
3100 STRS	126,610	192,002	195,330	195,005	325	68,395	65%
3200 PERS	17,334	33,945	31,167	31,167	-	13,834	56%
3300 OASDI-Medicare-Alternative	23,558	43,554	41,600	41,567	33	18,009	57%
3400 Health & Welfare Benefits	158,956	270,550	270,550	270,550	-	111,594	59%
3500 Unemployment Insurance	960	3,824	1,028	1,024	3	64	94%
3600 Workers Comp Insurance	13,380	18,553	18,476	18,451	25	5,071	73%
3900 Other Employee Benefits	-	266	257	257	-	257	0%
SUBTOTAL - Employee Benefits	340,798	562,693	558,407	558,021	387	217,223	61%
Books & Supplies							

MSA-SD
Income Statement
As of Feb FY2018

	YTD	Budget					
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
Actual YTD							
4100 Approved Textbooks & Core Curricula Materials	-	5,000	5,000	5,000	-	5,000	0%
4200 Books & Other Reference Materials	202	5,000	5,000	5,000	-	4,798	4%
4315 Custodial Supplies	973	6,180	6,180	6,180	-	5,207	16%
4320 Educational Software	6,028	10,000	6,731	6,731	-	703	90%
4325 Instructional Materials & Supplies	13,853	28,000	21,962	21,962	-	8,109	63%
4326 Art & Music Supplies	959	2,266	2,266	2,266	-	1,307	42%
4330 Office Supplies	6,003	5,000	9,000	9,000	-	2,997	67%
4335 PE Supplies	132	2,000	2,000	2,000	-	1,868	7%
4345 Non Instructional Student Materials & Supplies	3,121	6,180	6,180	6,180	-	3,059	50%
4346 Teacher Supplies	533	1,030	1,030	1,030	-	498	52%
4361 PY Supplies Expenses (not accrued)	175	-	175	175	-	-	100%
4400 Noncapitalized Equipment	-	12,000	204,662	204,662	-	204,662	0%
4410 Classroom Furniture, Equipment & Supplies	3,319	10,000	10,000	10,000	-	6,681	33%
4420 Computers (individual items less than \$5k)	(2,127)	7,000	7,000	7,000	-	9,127	-30%
4430 Non Classroom Related Furniture, Equipment & Supplies	-	3,367	3,367	3,367	-	3,367	0%
4700 Food	-	34,830	-	-	-	-	
4710 Student Food Services	6,000	-	33,316	33,316	-	27,316	18%
4720 Other Food	3,039	6,695	6,695	6,695	-	3,656	45%
SUBTOTAL - Books and Supplies	42,208	144,548	330,564	330,564	-	288,356	13%
Services & Other Operating Expenses							
5101 CMO Fees	-	362,792	-	-	-	-	
5210 Conference Fees	1,125	5,150	5,150	5,150	-	4,025	22%
5215 Travel - Mileage, Parking, Tolls	730	7,210	7,210	7,210	-	6,480	10%
5220 Travel and Lodging	2,995	7,000	7,000	7,000	-	4,005	43%
5300 Dues & Memberships	4,793	5,562	5,562	5,562	-	769	86%
5450 Insurance - Other	17,081	19,137	20,500	20,500	-	3,419	83%
5500 Operations & Housekeeping	12,769	46,480	55,000	55,000	-	42,231	23%
5510 Utilities - Gas and Electric	3,987	20,600	20,600	20,600	-	16,613	19%
5605 Equipment Leases	7,051	10,300	10,300	10,300	-	3,249	68%
5610 Rent	327,552	448,870	526,163	526,163	-	198,611	62%
5615 Repairs and Maintenance - Building	5,147	15,450	15,450	15,450	-	10,303	33%
5617 Repairs and Maintenance - Other Equipment	916	5,000	5,000	5,000	-	4,084	18%
5803 Accounting Fees	-	10,300	10,300	10,300	-	10,300	0%
5809 Banking Fees	-	1,030	1,030	1,030	-	1,030	0%
5813 School Programs - After School Program	-	79,380	79,380	79,380	-	79,380	0%
5814 School Programs - Academic Competitions	285	4,500	4,500	4,500	-	4,215	6%
5819 School Programs - Other	202	1,100	1,100	1,100	-	898	18%

MSA-SD
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
5822 Other Professional Services	20,042	19,596	36,994	36,994	-	16,953	54%
5824 District Oversight Fees	17,770	32,981	29,601	29,556	45	11,786	60%
5830 Field Trips Expenses	27,016	45,000	45,000	45,000	-	17,984	60%
5833 Fines and Penalties	2,039	894	2,038	2,038	-	(1)	100%
5845 Legal Fees	2,460	15,000	15,000	15,000	-	12,540	16%
5851 Marketing and Student Recruiting	-	12,000	12,000	12,000	-	12,000	0%
5857 Payroll Fees	7,822	15,965	15,965	15,965	-	8,143	49%
5858 CMO Fees Expense	217,742	-	326,613	326,613	-	108,871	67%
5861 Prior Yr Exp (not accrued)	3,344	-	3,324	3,324	-	(20)	101%
5863 Professional Development	2,694	5,000	12,000	12,000	-	9,306	22%
5864 Professional Development - Tuition Reimbursement	4,195	15,500	15,500	15,500	-	11,305	27%
5869 Special Education Contract Instructors	26,424	56,650	56,650	56,650	-	30,226	47%
5872 Special Education Encroachment	-	11,068	10,144	10,144	-	10,144	0%
5884 Substitutes	5,985	19,570	19,570	19,570	-	13,585	31%
5887 Technology Services	21,419	45,200	44,794	44,794	-	23,374	48%
5900 Communications	6,714	3,000	12,628	12,628	-	5,914	53%
5915 Postage and Delivery	727	5,000	5,000	5,000	-	4,273	15%
SUBTOTAL - Services & Other Operating Exp.	751,025	1,352,286	1,437,066	1,437,021	45	685,996	52%
Capital Outlay & Depreciation							
6900 Depreciation	29,746	30,295	30,295	30,295	-	549	98%
SUBTOTAL - Capital Outlay & Depreciation	29,746	30,295	30,295	30,295	-	549	98%
Other Outflows							
7999 Uncategorized Expense	14,458	-	-	-	-	(14,458)	
SUBTOTAL - Other Outflows	14,458	-	-	-	-	(14,458)	
TOTAL EXPENSES	2,230,570	3,737,532	3,997,185	3,994,498	2,687	1,763,927	56%

MERF
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	-	-	-	-	-	-	
Federal Revenue	51,600	-	8,082	8,082	-	(43,518)	638%
Other State Revenues	-	-	-	-	-	-	
Local Revenues	4,312,606	6,392,850	6,446,755	6,446,755	-	2,134,149	67%
Fundraising and Grants	105,374	-	134,875	134,875	-	29,501	78%
Total Revenue	4,469,580	6,392,850	6,589,712	6,589,712	-	2,120,132	68%
Expenses							
Compensation and Benefits	1,897,032	3,055,489	2,983,114	2,983,114	-	1,086,082	64%
Books and Supplies	16,140	70,421	66,261	66,261	-	50,121	24%
Services and Other Operating Expenditures	1,483,511	2,726,775	3,046,200	3,046,200	-	1,562,689	49%
Depreciation	960	933	933	933	-	(27)	103%
Other Outflows	-	-	-	-	-	-	
Total Expenses	3,397,643	5,853,618	6,096,508	6,096,508	-	2,698,865	56%
Operating Income	1,071,937	539,232	493,204	493,204	-	(578,733)	
Fund Balance							
Beginning Balance (Unaudited)		258,542	258,542	258,542			
Audit Adjustment		-	(1,025,320)	(1,025,320)			
Operating Income		539,232	493,204	493,204			
Ending Fund Balance		797,774	(273,575)	(273,575)			
KEY ASSUMPTIONS							
Enrollment Summary							
Total Enrolled		-	-	-	-		
ADA %							
Average ADA %							
ADA							
Total ADA		-	-	-	-		
REVENUE							

MERF
Income Statement
As of Feb FY2018

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
LCFF Entitlement							
SUBTOTAL - LCFF Entitlement	-	-	-	-	-	-	
Federal Revenue							
8296 Other Federal Revenue	51,600	-	8,082	8,082	-	(43,518)	638%
SUBTOTAL - Federal Revenue	51,600	-	8,082	8,082	-	(43,518)	638%
Other State Revenue							
SUBTOTAL - Other State Revenue	-	-	-	-	-	-	
Local Revenue							
8660 Interest	3,055	-	3,055	3,055	-	0	100%
8690 Other Local Revenue	54,052	-	50,850	50,850	-	(3,202)	106%
8699 All Other Local Revenue	42,191	-	-	-	-	(42,191)	
8701 CMO Fee - MSA-1	718,163	1,047,567	1,077,245	1,077,245	-	359,082	67%
8702 CMO Fee - MSA-2	718,163	1,047,567	1,077,245	1,077,245	-	359,082	67%
8703 CMO Fee - MSA-3	639,629	949,358	976,253	976,253	-	336,624	66%
8704 CMO Fee - MSA-4	53,862	78,568	80,793	80,793	-	26,931	67%
8705 CMO Fee - MSA-5	66,957	78,568	80,793	80,793	-	13,837	83%
8706 CMO Fee - MSA-6	60,410	78,568	80,793	80,793	-	20,384	75%
8707 CMO Fee - MSA-7	359,082	654,729	538,623	538,623	-	179,541	67%
8708 CMO Fee - MSA-8	718,163	1,047,567	1,077,245	1,077,245	-	359,082	67%
8709 CMO Fee - MSA-SA	611,081	1,047,567	1,077,245	1,077,245	-	466,164	57%
8712 CMO Fee - MSA-SD	217,742	362,792	326,613	326,613	-	108,871	67%
8720 Revenue Program 20	50,056	-	-	-	-	(50,056)	
SUBTOTAL - Local Revenue	4,312,606	6,392,850	6,446,755	6,446,755	-	2,134,149	67%
Fundraising and Grants							
8802 Donations - Private	105,374	-	134,875	134,875	-	29,501	78%
SUBTOTAL - Fundraising and Grants	105,374	-	134,875	134,875	-	29,501	78%
TOTAL REVENUE	4,469,580	6,392,850	6,589,712	6,589,712	-	2,120,132	68%
EXPENSES							
Compensation & Benefits							

MERF
Income Statement
As of Feb FY2018

	YTD	Budget					% Current Forecast Spent	
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining		
	Actual YTD							
Certificated Salaries								
1300	Certificated Supervisor & Administrator Salaries	341,026	395,000	497,127	497,127	-	156,101	69%
	SUBTOTAL - Certificated Salaries	341,026	395,000	497,127	497,127	-	156,101	69%
Classified Salaries								
2400	Classified Clerical & Office Salaries	1,058,143	1,762,325	1,714,506	1,714,506	-	656,362	62%
2900	Classified Other Salaries	87,168	218,900	104,390	104,390	-	17,223	84%
	SUBTOTAL - Classified Salaries	1,145,311	1,981,225	1,818,896	1,818,896	-	673,585	63%
Employee Benefits								
3100	STRS	55,118	71,638	76,642	76,642	-	21,524	72%
3200	PERS	27,011	98,760	45,280	45,280	-	18,269	60%
3300	OASDI-Medicare-Alternative	80,571	139,944	134,639	134,639	-	54,068	60%
3400	Health & Welfare Benefits	154,562	248,979	247,529	247,529	-	92,966	62%
3500	Unemployment Insurance	11,330	12,719	11,834	11,834	-	503	96%
3600	Workers Comp Insurance	27,849	26,756	26,078	26,078	-	(1,771)	107%
3900	Other Employee Benefits	54,253	80,468	125,089	125,089	-	70,836	43%
	SUBTOTAL - Employee Benefits	410,695	679,264	667,091	667,091	-	256,396	62%
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	-	1,020	1,020	1,020	-	1,020	0%
4320	Educational Software	-	9,000	9,840	9,840	-	9,840	0%
4325	Instructional Materials & Supplies	-	1,102	1,102	1,102	-	1,102	0%
4330	Office Supplies	2,846	12,099	12,099	12,099	-	9,253	24%
4400	Noncapitalized Equipment	1,867	1,000	1,867	1,867	-	(0)	100%
4420	Computers (individual items less than \$5k)	1,027	5,000	4,133	4,133	-	3,106	25%
4720	Other Food	10,399	41,200	36,200	36,200	-	25,801	29%
	SUBTOTAL - Books and Supplies	16,140	70,421	66,261	66,261	-	50,121	24%
Services & Other Operating Expenses								
5200	Travel & Conferences	676	-	676	676	-	0	100%
5210	Conference Fees	4,425	43,796	41,489	41,489	-	37,064	11%
5215	Travel - Mileage, Parking, Tolls	28,845	73,320	73,320	73,320	-	44,475	39%
5220	Travel and Lodging	7,359	96,569	95,893	95,893	-	88,534	8%
5300	Dues & Memberships	7,897	15,200	15,200	15,200	-	7,303	52%
5450	Insurance - Other	9,095	14,688	22,355	22,355	-	13,260	41%
5500	Operations & Housekeeping	6,407	22,093	22,093	22,093	-	15,686	29%
5605	Equipment Leases	11,191	12,240	12,240	12,240	-	1,049	91%

MERF
Income Statement
As of Feb FY2018

	YTD	Budget					
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs.	Current Forecast Remaining	% Current Forecast Spent
	Actual YTD						
5610 Rent	122,444	160,800	160,800	160,800	-	38,356	76%
5615 Repairs and Maintenance - Building	-	84	84	84	-	84	0%
5803 Accounting Fees	46,123	30,120	45,763	45,763	-	(360)	101%
5809 Banking Fees	222	18,275	18,275	18,275	-	18,053	1%
5812 Business Services	348,576	700,000	700,000	700,000	-	351,424	50%
5819 School Programs - Other	9,900	-	9,900	9,900	-	-	100%
5822 Other Professional Services	492,726	653,121	654,439	654,439	-	161,714	75%
5833 Fines and Penalties	2,048	321	1,718	1,718	-	(330)	119%
5845 Legal Fees	237,364	420,000	570,000	570,000	-	332,636	42%
5848 Licenses and Other Fees	3,634	-	8,000	8,000	-	4,366	45%
5851 Marketing and Student Recruiting	11,745	53,000	52,357	52,357	-	40,612	22%
5857 Payroll Fees	8,761	18,000	18,000	18,000	-	9,239	49%
5861 Prior Yr Exp (not accrued)	(1,823)	-	46,616	46,616	-	48,439	-4%
5863 Professional Development	33,262	114,900	163,501	163,501	-	130,239	20%
5864 Professional Development - Tuition Reimbursement	7,540	60,000	47,400	47,400	-	39,860	16%
5869 Special Education Contract Instructors	-	-	45,833	45,833	-	45,833	0%
5875 Staff Recruiting	6,848	15,000	15,000	15,000	-	8,152	46%
5884 Substitutes	(396)	-	-	-	-	396	
5887 Technology Services	54,111	170,628	168,699	168,699	-	114,588	32%
5899 Miscellaneous Operating Expenses	24	-	-	-	-	(24)	
5900 Communications	19,725	17,340	19,269	19,269	-	(456)	102%
5915 Postage and Delivery	4,782	17,280	17,280	17,280	-	12,498	28%
SUBTOTAL - Services & Other Operating Exp.	1,483,511	2,726,775	3,046,200	3,046,200	-	1,562,689	49%
Capital Outlay & Depreciation							
6900 Depreciation	960	933	933	933	-	(27)	103%
SUBTOTAL - Capital Outlay & Depreciation	960	933	933	933	-	(27)	103%
Other Outflows							
SUBTOTAL - Other Outflows	-	-	-	-	-	-	
TOTAL EXPENSES	3,397,643	5,853,618	6,096,508	6,096,508	-	2,698,865	56%

MPS
Monthly Cash Forecast
As of Feb FY2018

	2017-18													
	Actuals & Forecast												Forecast	Remaining Balance
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	8,913,830	8,884,054	7,879,740	8,803,579	9,788,897	9,648,161	11,314,895	12,938,450	12,915,779	12,569,381	13,386,198	13,069,371		
REVENUE														
LCFF Entitlement	589,799	2,164,185	2,140,619	3,534,430	2,856,535	2,817,084	3,605,399	3,063,105	3,033,724	3,828,074	2,779,390	2,863,234	36,395,774	3,120,194
Federal Revenue	15,302	33,349	110,429	352,692	141,249	180,146	448,892	212,936	371,959	310,106	557,616	397,311	4,251,153	1,119,165
Other State Revenue	69,587	111,317	111,234	155,230	125,756	2,376,510	505,065	293,810	584,848	523,387	638,429	611,323	6,842,811	736,316
Other Local Revenue	609,740	540,791	532,709	563,795	425,803	631,117	602,354	564,140	673,025	597,336	597,336	760,045	7,030,760	(67,429)
Fundraising & Grants	7,705	106,045	18,240	46,799	30,534	40,668	13,491	35,815	27,900	12,773	18,153	11,146	376,994	7,726
TOTAL REVENUE	1,292,133	2,955,687	2,913,231	4,652,946	3,579,876	6,045,524	5,175,202	4,169,806	4,691,457	5,271,675	4,590,925	4,643,060	54,897,492	4,915,971
EXPENSES														
Certificated Salaries	304,191	1,302,202	1,437,505	1,383,704	1,339,007	1,353,918	1,313,261	1,392,832	1,012,173	1,336,814	1,336,814	1,373,877	15,758,536	872,240
Classified Salaries	304,725	399,046	382,514	428,705	411,534	426,646	443,647	459,564	315,910	370,738	370,738	395,738	4,842,240	132,734
Employee Benefits	358,232	522,771	487,874	689,432	484,186	609,713	452,200	526,012	774,578	545,687	545,687	381,057	6,797,580	420,153
Books & Supplies	51,693	242,231	177,609	316,131	184,109	207,216	116,651	178,707	1,449,445	406,273	457,999	626,262	5,192,532	778,207
Services & Other Operating Expenses	1,097,371	1,292,377	1,081,420	1,614,523	926,269	1,595,366	1,158,478	1,588,287	2,308,342	1,869,941	2,009,689	2,135,707	19,473,061	795,291
Capital Outlay & Depreciation	76,216	70,255	88,634	47,108	9,880	56,547	47,188	56,547	273,616	79,569	79,569	79,569	964,695	-
Other Outflows	-	5,276	81,794	-	40,228	38,068	(60,591)	14,959	53,374	-	-	-	173,107	-
TOTAL EXPENSES	2,192,427	3,834,158	3,737,350	4,479,604	3,395,212	4,287,472	3,470,833	4,216,909	6,187,437	4,609,021	4,800,495	4,992,209	53,201,752	2,998,624
Operating Cash Inflow (Outflow)	(900,294)	(878,472)	(824,120)	173,343	184,663	1,758,052	1,704,369	(47,103)	(1,495,980)	662,655	(209,571)	(349,149)	1,695,740	1,917,347
Revenues - Prior Year Accruals	1,902,864	417,699	457,653	401,135	(109,705)	85,892	13,939	(334,218)	355,512	261,419	-	-	-	-
Accounts Receivable - Current Year	-	6,808	-	-	-	-	-	-	917	-	-	-	-	-
Other Assets	80,681	(164,966)	92,208	-	(244,024)	-	-	-	1,364,389	-	-	(532,737)	-	-
Fixed Assets	(8,241)	54,251	45,668	36,935	3,785,062	56,547	(191,459)	56,547	289,634	(105,207)	(105,207)	(105,207)	-	-
Due To (From)	227,133	(483,751)	1,378,957	(4,554)	(627,937)	47,808	(136,625)	(67,098)	-	-	-	-	-	-
Expenses - Prior Year Accruals	(163,700)	(109,084)	(74,687)	(59,607)	11,483	(497)	(26,092)	302,565	(368,292)	(59,316)	(59,316)	(59,316)	-	-
Accounts Payable - Current Year	(800,001)	116,506	(81,043)	399,146	(376,674)	(317,898)	222,486	24,959	(435,558)	-	-	-	-	-
Summerholdback for Teachers	(295,718)	36,696	42,381	43,086	40,560	40,997	41,102	41,676	57,267	57,267	57,267	57,267	-	-
Loans Payable (Current)	-	-	(4,166)	(4,166)	(4,166)	(4,166)	(4,166)	-	(4,182)	-	-	-	-	-
Loans Payable (Long Term)	-	-	(109,013)	-	(2,800,000)	-	-	-	(110,103)	-	-	-	-	-
Other Liabilities	(72,500)	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	8,884,054	7,879,740	8,803,579	9,788,897	9,648,161	11,314,895	12,938,450	12,915,779	12,569,381	13,386,198	13,069,371	12,080,228		

MSA-1
Monthly Cash Forecast
As of Feb FY2018

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	1,311,426	1,213,183	1,061,846	1,970,020	2,133,893	2,076,167	1,992,917	2,345,414	2,122,480	2,259,368	2,291,321	1,872,506			
REVENUE															
LCFF Entitlement	66,268	314,905	270,727	594,809	416,623	416,623	594,810	482,926	383,040	553,938	383,040	383,076	5,505,933	645,149	
Federal Revenue	-	-	22,279	72,370	108,000	(80,670)	99,704	28,993	47,177	57,086	101,575	23,274	1,166,901	687,112	
Other State Revenue	-	(900)	340	10,046	1,704	270,408	145,554	2,400	262,171	166,062	106,322	92,897	1,277,227	220,222	
Other Local Revenue	-	51	1,469	12,528	760	245	448	1,190	29,043	10,197	10,197	10,197	76,325	-	
Fundraising & Grants	-	686	13,289	8,610	6,499	3,660	8,555	4,682	(3,665)	5,290	5,290	5,290	58,185	-	
TOTAL REVENUE	66,268	314,743	308,104	698,362	533,586	610,265	849,071	520,191	717,765	792,573	606,424	514,734	8,084,571	1,552,483	
EXPENSES															
Certificated Salaries	31,018	181,008	206,831	203,721	192,791	215,233	187,680	203,275	224,353	216,353	216,353	250,416	2,329,031	-	
Classified Salaries	29,162	33,321	22,531	35,027	33,952	31,334	35,453	33,776	10,713	32,262	32,262	32,262	362,056	0	
Employee Benefits	45,754	63,233	41,673	75,983	71,558	129,592	80,677	71,924	104,040	70,025	70,025	44,805	869,288	-	
Books & Supplies	3,016	25,523	33,801	34,778	28,353	28,385	12,671	4,224	138,640	55,562	313,279	85,279	763,511	-	
Services & Other Operating Expenses	135,218	202,098	186,500	232,357	193,633	259,702	(4,001)	220,840	402,348	273,905	273,699	269,169	2,927,261	281,794	
Capital Outlay & Depreciation	11,667	11,667	11,667	11,667	(46,667)	-	-	-	115,009	12,779	12,779	12,779	153,345	-	
Other Outflows	-	816	(816)	-	3,597	(3,597)	243	3,961	(4,204)	-	-	-	-	-	
TOTAL EXPENSES	255,835	517,666	502,186	593,532	477,217	660,649	312,723	537,999	990,898	660,886	918,397	694,710	7,404,493	281,794	
Operating Cash Inflow (Outflow)	(189,567)	(202,923)	(194,081)	104,830	56,370	(50,384)	536,347	(17,808)	(273,133)	131,687	(311,973)	(179,976)	680,077	1,270,689	
Revenues - Prior Year Accruals	375,947	62,421	399,022	141,012	(109,705)	-	2,349	(52,434)	57,391	-	-	-	-	-	
Accounts Receivable - Current Year	-	6,808	-	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	(134,737)	-	-	(87,297)	(74,625)	-	-	-	-	-	-	-	-	-	
Fixed Assets	(64,787)	11,667	6,792	9,534	3,753,333	-	(233,333)	-	229,988	(105,575)	(105,575)	(105,575)	-	-	
Due To (From)	90,421	(27,859)	696,767	(19,564)	(861,644)	28,597	(20,556)	(208,476)	215,864	7,107	-	-	-	-	
Expenses - Prior Year Accruals	(47,023)	(7,252)	(7,230)	(4,082)	4,082	-	-	52,398	(62,878)	(10,480)	(10,480)	(10,480)	-	-	
Accounts Payable - Current Year	(87,706)	1,557	1,762	14,109	(30,169)	(64,824)	63,225	(1,126)	(39,558)	-	-	-	-	-	
Summerholdback for Teachers	(40,791)	4,245	5,142	5,331	4,632	3,362	4,464	4,512	9,213	9,213	9,213	9,213	-	-	
Loans Payable (Long Term)	-	-	-	-	(2,800,000)	-	-	-	-	-	-	-	-	-	
Ending Cash	1,213,183	1,061,846	1,970,020	2,133,893	2,076,167	1,992,917	2,345,414	2,122,480	2,259,368	2,291,321	1,872,506	1,585,689			

MSA-2
Monthly Cash Forecast
As of Feb FY2018

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	780,732	546,870	520,308	348,992	458,157	434,047	548,393	863,721	815,469	356,870	660,691	705,616			
REVENUE															
LCFF Entitlement	55,376	254,577	217,660	478,312	332,720	332,720	478,313	388,128	323,763	472,303	323,797	323,797	4,538,081	556,614	
Federal Revenue	-	-	-	64,686	-	25,832	53,708	44,992	43,727	67,800	96,886	39,175	523,143	86,336	
Other State Revenue	-	(771)	1,094	13,806	-	255,171	23,277	2,825	67,671	54,358	96,081	75,711	685,224	96,000	
Other Local Revenue	-	-	-	3,940	-	22,928	(22,186)	647	15,185	6,193	6,193	6,193	39,093	-	
Fundraising & Grants	1,185	-	964	7,720	936	4,028	86	4,388	(2,915)	2,463	3,177	1,433	23,464	-	
TOTAL REVENUE	56,561	253,806	219,718	568,464	333,656	640,679	533,198	440,980	447,431	603,118	526,134	446,310	5,809,006	738,950	
EXPENSES															
Certificated Salaries	44,029	164,448	166,860	163,995	163,288	167,402	164,308	166,296	222,253	176,547	176,547	176,547	1,952,519	(0)	
Classified Salaries	17,985	25,247	30,668	29,537	29,172	28,172	29,540	29,109	63,060	33,610	33,610	33,610	383,322	-	
Employee Benefits	40,040	60,269	53,487	71,902	56,622	82,035	64,093	54,387	184,373	70,560	70,560	35,479	843,808	-	
Books & Supplies	6,832	24,886	27,923	9,469	53,051	66,549	(11,432)	46,621	175,854	32,422	33,265	153,457	620,818	1,921	
Services & Other Operating Expenses	123,547	115,400	111,740	117,795	148,821	147,180	10,356	245,067	181,789	135,235	152,490	153,656	1,826,981	183,904	
Capital Outlay & Depreciation	4,696	6,737	9,323	(1,973)	4,696	4,696	4,696	4,696	3,462	3,462	3,462	3,462	51,413	-	
Other Outflows	-	-	-	-	-	-	3,750	1,888	(5,639)	-	-	-	-	-	
TOTAL EXPENSES	237,129	396,988	400,001	390,725	455,650	496,034	265,311	548,064	825,152	451,836	469,934	556,210	5,678,860	185,825	
Operating Cash Inflow (Outflow)	(180,568)	(143,182)	(180,283)	177,738	(121,994)	144,645	267,887	(107,084)	(377,721)	151,282	56,200	(109,899)	130,145	553,125	
Revenues - Prior Year Accruals	261,436	88,062	7,763	14,247	-	-	-	(43,740)	44,920	43,740	-	-	-	-	
Other Assets	(105,966)	-	-	(87,297)	87,297	-	-	-	-	-	-	-	-	-	
Fixed Assets	4,696	4,696	4,696	(4,014)	4,696	4,696	4,696	4,696	(10,470)	(10,470)	(10,470)	(10,470)	-	-	
Due To (From)	(59,349)	(914)	2,310	(4,270)	2,914	-	1,100	(3,422)	9,136	120,074	-	-	-	-	
Expenses - Prior Year Accruals	(8,939)	(11,577)	(380)	(4,207)	4,207	-	(11,870)	43,708	(27,098)	(8,742)	(8,742)	(8,742)	-	-	
Accounts Payable - Current Year	(94,694)	29,332	(12,535)	9,737	(8,340)	(42,301)	46,560	50,664	(105,301)	-	-	-	-	-	
Summerholdback for Teachers	(50,477)	7,020	7,114	7,230	7,110	7,306	6,955	6,927	7,936	7,936	7,936	7,936	-	-	
Ending Cash	546,870	520,308	348,992	458,157	434,047	548,393	863,721	815,469	356,870	660,691	705,616	584,441			

MSA-3
Monthly Cash Forecast
As of Feb FY2018

	2017-18													Remaining Balance
	Actuals						Actuals & Forecast						Forecast	
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	178,629	378,829	220,277	171,699	305,168	179,466	379,499	520,758	510,347	562,104	733,709	737,626		
REVENUE														
LCFF Entitlement	55,193	254,291	217,495	476,739	332,619	332,619	476,738	387,844	338,963	497,991	338,996	338,996	4,394,806	346,321
Federal Revenue	-	-	1,794	47,932	-	19,674	36,280	12,933	99,444	49,775	67,883	83,692	496,116	76,708
Other State Revenue	-	(763)	1,632	10,444	-	327,961	24,459	29,386	45,854	83,271	96,388	57,880	780,799	104,286
Other Local Revenue	700	-	-	4,306	1,233	6,840	8,024	9,422	16,418	3,074	3,074	3,074	56,166	-
Fundraising & Grants	-	-	-	1,332	6,728	3,566	604	6,911	(4,608)	509	4,095	(67)	21,646	2,575
TOTAL REVENUE	55,893	253,528	220,921	540,753	340,581	690,661	546,105	446,496	496,071	634,621	510,437	483,576	5,749,534	529,890
EXPENSES														
Certificated Salaries	25,875	144,000	138,763	137,858	132,123	135,745	131,910	144,215	169,099	147,882	147,882	147,882	1,603,233	(0)
Classified Salaries	26,488	40,717	62,010	51,127	50,129	49,027	51,071	54,475	24,110	48,630	48,630	48,630	555,045	0
Employee Benefits	40,608	59,490	49,978	71,377	53,792	78,962	59,806	60,734	51,452	58,538	58,538	58,538	701,813	-
Books & Supplies	4,828	37,711	12,440	17,443	35,166	14,882	12,550	34,168	42,923	50,936	49,381	52,283	609,654	244,945
Services & Other Operating Expenses	121,846	104,518	101,902	179,381	145,182	176,148	169,795	174,172	137,617	207,947	207,947	379,621	2,145,580	39,504
Capital Outlay & Depreciation	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	(11,139)	1,591	1,591	1,591	19,096	-
Other Outflows	-	-	-	-	-	-	1,189	5,032	(6,222)	-	-	-	-	-
TOTAL EXPENSES	222,827	389,618	368,275	460,369	419,575	457,947	429,504	475,979	407,840	515,523	513,968	688,544	5,634,421	284,449
Operating Cash Inflow (Outflow)	(166,934)	(136,090)	(147,354)	80,383	(78,994)	232,714	116,601	(29,483)	88,231	119,097	(3,531)	(204,968)	115,113	245,441
Revenues - Prior Year Accruals	228,831	51,531	6,796	26,982	-	-	-	(43,573)	46,598	43,573	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	454	-	-	-	-	-
Other Assets	342,400	(79,113)	79,113	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	3,183	1,145	3,183	1,145	(21,635)	3,183	(214)	3,183	(3,067)	9,664	9,664	9,664	-	-
Due To (From)	(21,894)	-	(2,231)	(2,647)	2,575	-	(4,153)	8,400	-	1,487	-	-	-	-
Expenses - Prior Year Accruals	(8,888)	(2,120)	-	(4,354)	3,692	-	(13,725)	43,542	(53,404)	(8,708)	(8,708)	(8,708)	-	-
Accounts Payable - Current Year	(133,460)	2,631	8,011	28,024	(35,198)	(39,920)	38,730	3,318	(33,548)	-	-	-	-	-
Summerholdback for Teachers	(43,037)	3,463	3,905	3,936	3,859	4,056	4,020	4,201	6,492	6,492	6,492	6,492	-	-
Ending Cash	378,829	220,277	171,699	305,168	179,466	379,499	520,758	510,347	562,104	733,709	737,626	540,105		

MSA-4
Monthly Cash Forecast
As of Feb FY2018

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	776,350	681,092	712,965	735,289	824,027	843,178	1,023,990	1,149,140	1,201,472	910,183	975,684	1,002,928			
REVENUE															
LCFF Entitlement	23,755	108,611	92,774	206,243	141,654	141,654	206,244	165,422	110,710	157,709	110,720	110,720	1,693,698	117,481	
Federal Revenue	2,191	4,382	3,193	19,388	9,411	13,948	22,860	33,095	26,646	6,005	22,481	54,257	240,169	22,314	
Other State Revenue	6,404	12,432	8,638	8,538	8,538	233,236	21,006	15,582	2,022	6,102	24,063	15,263	374,018	12,194	
Other Local Revenue	-	-	487	1,017	318	-	6,768	-	6,702	3,885	3,885	3,885	26,946	-	
Fundraising & Grants	900	-	887	-	741	-	1,761	-	(2,124)	1,564	578	193	5,517	1,017	
TOTAL REVENUE	33,250	125,425	105,979	235,186	160,661	388,837	258,638	214,099	143,956	175,266	161,726	184,318	2,340,348	153,006	
EXPENSES															
Certificated Salaries	13,918	62,177	65,107	64,893	62,817	63,625	60,643	65,112	84,585	66,659	66,659	66,659	742,856	-	
Classified Salaries	3,534	4,087	4,941	6,275	5,960	10,793	10,606	11,664	9,966	10,814	10,814	10,814	100,267	-	
Employee Benefits	12,825	23,103	13,191	15,562	11,669	32,919	20,152	15,813	63,965	22,783	22,783	12,912	267,676	-	
Books & Supplies	3,901	148	10,117	9,428	17,781	2,127	655	1,577	161,740	57,725	61,157	48,645	380,027	5,025	
Services & Other Operating Expenses	25,398	26,357	33,798	60,417	49,426	94,264	47,831	70,761	86,372	62,286	62,286	62,286	835,238	153,754	
Capital Outlay & Depreciation	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,302	1,305	1,305	1,305	15,656	-	
Other Outflows	-	-	-	-	1,603	(1,603)	-	1,690	(1,690)	-	-	-	-	-	
TOTAL EXPENSES	60,882	117,177	128,459	157,880	150,563	203,430	141,192	167,922	406,240	221,572	225,004	202,621	2,341,720	158,778	
Operating Cash Inflow (Outflow)	(27,632)	8,248	(22,480)	77,306	10,099	185,407	117,446	46,178	(262,284)	(46,306)	(63,278)	(18,303)	(1,372)	(5,772)	
Revenues - Prior Year Accruals	124,388	34,361	7,235	9,315	-	-	640	(18,812)	18,812	18,812	-	-	-	-	
Other Assets	(216,807)	(6,547)	6,547	(6,547)	6,547	-	-	-	-	-	-	-	-	-	
Fixed Assets	1,305	(660)	(3,150)	(660)	1,305	1,305	1,305	(9,704)	(9,701)	(9,701)	(9,701)	-	-	-	
Due To (From)	71,474	-	26,181	(1,084)	1,017	-	(1,153)	(3,997)	-	103,630	101,156	-	-	-	
Expenses - Prior Year Accruals	(6,001)	(12,171)	(1,128)	(66)	-	-	-	18,799	(22,794)	(3,760)	(3,760)	(3,760)	-	-	
Accounts Payable - Current Year	(23,982)	6,781	7,014	8,296	(1,932)	(8,098)	4,756	6,635	(18,146)	-	-	-	-	-	
Summerholdback for Teachers	(18,003)	1,863	2,103	2,178	2,115	2,198	2,156	2,224	2,827	2,827	2,827	2,827	-	-	
Ending Cash	681,092	712,965	735,289	824,027	843,178	1,023,990	1,149,140	1,201,472	910,183	975,684	1,002,928	973,991			

MSA-5
Monthly Cash Forecast
As of Feb FY2018

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	1,000,807	1,158,000	1,164,131	1,189,082	1,226,284	1,161,410	1,329,533	1,542,695	1,555,282	1,912,069	2,089,429	2,424,593			
REVENUE															
LCFF Entitlement	22,445	99,589	135,451	186,768	130,184	130,184	193,933	153,989	144,169	237,617	153,475	153,475	1,957,422	216,140	
Federal Revenue	2,070	4,141	3,475	12,747	9,117	9,117	44,990	17,503	31,331	3,763	29,904	50,456	246,483	27,868	
Other State Revenue	6,051	11,919	10,366	8,658	8,553	228,630	21,513	14,967	(31,660)	17,175	26,712	70,515	423,857	30,460	
Other Local Revenue	-	-	-	1,017	-	-	10,708	-	73,862	21,006	21,006	21,006	148,604	-	
Fundraising & Grants	-	-	-	-	-	-	-	-	307	1,017	225	468	2,017	-	
TOTAL REVENUE	30,566	115,649	149,292	209,190	147,854	367,931	271,145	186,459	218,009	280,578	231,322	295,920	2,778,382	274,467	
EXPENSES															
Certificated Salaries	15,275	70,637	81,715	82,266	83,353	76,456	74,081	85,420	(540,244)	4,018	4,018	4,018	913,256	872,240	
Classified Salaries	4,196	14,127	13,833	13,828	13,904	15,264	16,293	16,464	(107,909)	-	-	-	132,734	132,734	
Employee Benefits	24,503	23,896	29,131	46,050	31,259	21,511	27,019	31,593	(230,944)	464	464	464	402,231	396,822	
Books & Supplies	8,177	9,215	29,052	34,170	2,879	269	7,798	3,934	502,214	28,695	(196,080)	49,886	484,210	4,000	
Services & Other Operating Expenses	37,787	19,152	12,850	33,462	36,947	61,203	62,052	45,773	181,543	67,789	67,789	67,789	709,670	15,534	
Capital Outlay & Depreciation	1,433	1,433	15,870	(13,004)	1,433	1,433	1,433	1,433	2,717	1,576	1,576	1,576	18,908	(0)	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	91,371	138,460	182,451	196,772	169,776	176,136	188,677	184,617	(192,623)	102,542	(122,233)	123,733	2,661,009	1,421,330	
Operating Cash Inflow (Outflow)	(60,805)	(22,812)	(33,158)	12,417	(21,921)	191,796	82,468	1,843	410,632	178,035	353,555	172,187	117,373	(1,146,863)	
Revenues - Prior Year Accruals	165,245	24,488	6,191	25,226	-	-	3,861	(17,716)	18,845	17,716	-	-	-	-	
Other Assets	4,404	(6,547)	6,547	(6,547)	-	-	-	-	6,547	-	-	-	-	-	
Fixed Assets	1,433	(563)	(3,090)	(15,000)	1,433	1,433	1,433	1,433	(13,708)	(14,850)	(14,850)	(14,850)	-	-	
Due To (From)	116,414	-	26,320	(1,305)	1,017	-	97,035	3,498	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(5,009)	(477)	14,437	(14,694)	-	-	-	17,706	(45,655)	(3,541)	(3,541)	(3,541)	-	-	
Accounts Payable - Current Year	(39,869)	9,239	4,687	33,907	(47,391)	(27,823)	25,728	3,127	(19,874)	-	-	-	-	-	
Summerholdback for Teachers	(24,620)	2,803	3,018	3,196	1,990	2,717	2,638	2,696	-	-	-	-	-	-	
Ending Cash	1,158,000	1,164,131	1,189,082	1,226,284	1,161,410	1,329,533	1,542,695	1,555,282	1,912,069	2,089,429	2,424,593	2,578,389			

MSA-6
Monthly Cash Forecast
As of Feb FY2018

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast		
Beginning Cash	754,059	681,720	687,541	689,221	792,397	781,960	866,889	1,113,104	1,154,870	955,306	973,786	1,111,270			
REVENUE															
LCFF Entitlement	21,801	94,499	79,965	174,850	120,684	120,684	174,850	142,496	95,950	139,007	95,963	95,963	1,487,373	130,660	
Federal Revenue	2,011	4,022	2,681	21,150	2,681	12,831	27,875	10,831	20,448	9,694	26,795	21,436	178,798	16,344	
Other State Revenue	5,877	11,754	7,946	7,836	7,836	85,054	49,561	14,220	6,295	22,523	22,923	14,899	286,654	29,931	
Other Local Revenue	1,200	-	-	949	-	4,019	1,263	-	(1,389)	863	863	863	8,630	-	
Fundraising & Grants	400	1,955	-	2,732	1,862	2,772	1,631	-	2,071	-	1,325	-	14,749	-	
TOTAL REVENUE	31,289	112,229	90,592	207,517	133,063	225,360	255,180	167,546	123,374	172,087	147,870	133,161	1,976,204	176,935	
EXPENSES															
Certificated Salaries	18,849	59,433	59,808	60,258	60,483	57,058	55,699	60,865	82,909	62,270	62,270	62,270	702,174	-	
Classified Salaries	4,308	6,327	11,916	10,054	8,102	8,689	8,104	10,180	34,650	12,408	12,408	12,408	139,552	-	
Employee Benefits	13,735	27,299	14,590	30,250	26,677	12,964	8,594	22,726	93,280	26,244	26,244	13,106	315,710	-	
Books & Supplies	5,065	12,489	2,285	3,768	14,099	9,939	(242)	11,136	26,625	13,624	17,397	15,127	196,445	65,132	
Services & Other Operating Expenses	35,606	36,469	23,797	29,697	48,844	20,669	59,257	39,034	81,091	44,849	44,849	44,849	514,524	5,514	
Capital Outlay & Depreciation	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	8,359	2,394	2,394	2,394	28,726	-	
Other Outflows	-	-	-	-	-	-	-	1,730	(1,730)	-	-	-	-	-	
TOTAL EXPENSES	79,212	143,665	114,044	135,676	159,854	110,967	133,061	147,319	325,184	161,788	165,561	150,154	1,897,131	70,646	
Operating Cash Inflow (Outflow)	(47,923)	(31,435)	(23,452)	71,841	(26,791)	114,394	122,119	20,227	(201,810)	10,299	(17,691)	(16,993)	79,073	106,289	
Revenues - Prior Year Accruals	94,166	24,128	384	39,078	-	-	10,346	(17,147)	17,147	17,147	-	-	-	-	
Other Assets	(406,042)	-	-	(6,547)	6,547	-	-	-	-	-	-	-	-	-	
Fixed Assets	1,648	(268)	498	1,648	1,648	1,648	(268)	1,648	9,605	3,640	3,640	3,640	-	-	
Due To (From)	321,266	-	26,390	(949)	949	-	97,217	15,297	-	(15,297)	148,844	151,156	-	-	
Expenses - Prior Year Accruals	(3,384)	(3,671)	(1,998)	(279)	-	-	-	17,136	(18,298)	-	-	-	-	-	
Accounts Payable - Current Year	(13,681)	14,939	(2,291)	(3,784)	5,039	(33,288)	14,674	2,368	(8,901)	-	-	-	-	-	
Summerholdback for Teachers	(18,389)	2,128	2,149	2,168	2,170	2,175	2,128	2,236	2,692	2,692	2,692	2,692	-	-	
Ending Cash	681,720	687,541	689,221	792,397	781,960	866,889	1,113,104	1,154,870	955,306	973,786	1,111,270	1,251,764			

MSA-7
Monthly Cash Forecast
As of Feb FY2018

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	830,140	890,345	804,244	710,038	785,894	846,538	1,129,842	1,200,970	1,232,059	1,047,933	1,120,133	1,088,079			
REVENUE															
LCFF Entitlement	36,051	157,504	133,471	288,573	201,794	201,794	288,574	237,864	184,133	268,956	184,153	184,153	2,569,437	202,418	
Federal Revenue	3,325	6,650	4,434	33,650	4,434	18,331	54,231	7,759	13,679	15,660	41,522	15,660	260,580	41,246	
Other State Revenue	9,718	19,437	13,515	12,958	12,958	350,387	97,288	63,626	20,057	50,150	38,840	42,013	796,513	65,565	
Other Local Revenue	40	1,191	1,074	3,120	692	1,272	8,838	512	30,189	2,061	2,061	2,061	53,111	-	
Fundraising & Grants	365	230	70	4,301	991	2,689	254	3,027	(3,481)	1,335	768	2,349	12,898	-	
TOTAL REVENUE	49,500	185,012	152,563	342,601	220,868	574,474	449,185	312,789	244,576	338,162	267,345	246,236	3,692,538	309,229	
EXPENSES															
Certificated Salaries	16,665	88,574	91,442	90,502	89,852	88,843	90,034	91,025	91,058	90,855	90,855	90,855	1,010,559	-	
Classified Salaries	9,601	16,596	24,492	24,566	20,796	19,811	18,913	22,044	30,277	21,935	21,935	21,935	252,903	-	
Employee Benefits	11,628	38,110	33,507	48,914	18,223	44,248	26,481	34,017	51,355	34,030	34,030	34,030	408,574	(0)	
Books & Supplies	5,921	21,480	11,773	27,482	11,263	15,353	1,110	24,798	31,402	11,398	16,542	17,840	420,268	223,906	
Services & Other Operating Expenses	132,828	164,371	66,254	147,236	46,212	112,245	127,359	108,276	169,171	134,791	134,791	114,708	1,468,204	9,960	
Capital Outlay & Depreciation	9,693	1,691	(1,829)	1,691	1,691	1,691	(2,793)	1,691	20,158	3,742	3,742	3,742	44,909	-	
Other Outflows	-	-	-	-	-	-	(786)	-	786	-	-	-	-	-	
TOTAL EXPENSES	186,336	330,823	225,639	340,389	188,037	282,191	260,319	281,851	394,207	296,752	301,896	283,111	3,605,416	233,866	
Operating Cash Inflow (Outflow)	(136,836)	(145,811)	(73,076)	2,212	32,831	292,283	188,866	30,937	(149,631)	41,409	(34,552)	(36,876)	87,121	75,363	
Revenues - Prior Year Accruals	136,403	35,719	2,364	97,623	-	-	(3,256)	(28,292)	30,836	28,292	-	-	-	-	
Other Assets	286,532	-	-	(54,561)	54,561	-	-	-	4,000	-	-	-	-	-	
Fixed Assets	1,691	(287)	1,691	1,691	1,691	1,691	(2,793)	1,691	(12,381)	3,742	3,742	3,742	-	-	
Due To (From)	(151,049)	1,815	(25,225)	(1,387)	1,898	-	(125,825)	(2,325)	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(21,915)	709	(892)	-	-	-	-	28,272	(35,232)	(5,654)	(5,654)	(5,654)	-	-	
Accounts Payable - Current Year	(17,711)	17,225	(3,617)	25,617	(34,917)	(15,206)	9,604	(3,784)	(26,128)	-	-	-	-	-	
Summerholdback for Teachers	(36,910)	4,528	4,549	4,661	4,582	4,536	4,532	4,590	4,410	4,410	4,410	4,410	-	-	
Ending Cash	890,345	804,244	710,038	785,894	846,538	1,129,842	1,200,970	1,232,059	1,047,933	1,120,133	1,088,079	1,053,702			

MSA-8
Monthly Cash Forecast
As of Feb FY2018

	2017-18														
	Actuals & Forecast													Forecast	Remaining Balance
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast		
Beginning Cash	925,839	980,773	954,386	859,975	1,052,280	1,194,195	1,567,014	1,808,810	1,881,698	1,425,274	1,423,951	1,309,750			
REVENUE															
LCFF Entitlement	61,846	273,738	232,507	506,640	352,544	352,544	506,639	414,424	322,916	470,228	322,951	322,951	4,526,679	386,749	
Federal Revenue	5,705	11,409	7,606	67,717	7,606	7,606	38,188	13,311	36,981	6,319	67,446	6,319	336,842	60,629	
Other State Revenue	16,672	33,344	22,610	30,257	22,230	280,460	51,611	38,902	57,478	60,307	65,952	99,870	840,876	61,183	
Other Local Revenue	-	-	-	2,236	-	23	14,491	-	8,086	6,045	6,045	6,045	42,972	-	
Fundraising & Grants	4,726	-	-	4,030	708	996	-	2,687	1,853	1,667	1,667	1,667	22,236	2,236	
TOTAL REVENUE	88,948	318,492	262,723	610,881	383,088	641,629	610,930	469,323	427,314	544,566	464,061	436,852	5,769,605	510,798	
EXPENSES															
Certificated Salaries	23,885	125,080	156,833	140,580	139,639	142,505	133,555	146,805	290,767	166,194	166,194	166,194	1,798,231	(0)	
Classified Salaries	14,479	30,594	19,489	26,356	25,868	25,044	38,108	30,111	13,296	26,585	26,585	26,585	303,100	-	
Employee Benefits	34,375	61,919	43,042	53,521	40,747	35,946	23,003	54,375	117,577	55,210	55,210	55,210	653,465	23,331	
Books & Supplies	2,538	41,388	3,250	23,209	12,742	50,423	2,529	20,777	188,189	88,943	92,705	115,040	643,235	1,500	
Services & Other Operating Expenses	122,539	114,417	139,414	136,706	118,655	180,169	155,698	244,859	241,352	233,164	233,164	233,164	2,206,129	52,828	
Capital Outlay & Depreciation	5,650	5,650	10,527	5,650	5,650	5,650	774	5,650	26,844	8,005	8,005	8,005	96,064	-	
Other Outflows	-	-	-	-	-	-	-	(492)	492	-	-	-	-	-	
TOTAL EXPENSES	203,466	379,048	372,555	386,023	343,301	439,739	353,667	502,087	878,516	578,101	581,863	604,199	5,700,224	77,659	
Operating Cash Inflow (Outflow)	(114,517)	(60,556)	(109,833)	224,857	39,787	201,890	257,263	(32,764)	(451,202)	(33,535)	(117,803)	(167,346)	69,380	433,139	
Revenues - Prior Year Accruals	289,487	60,414	-	31,974	-	-	-	(48,656)	51,652	28,292	-	-	-	-	
Other Assets	(2,039,673)	(72,759)	-	(87,297)	87,297	-	-	-	-	-	-	-	-	-	
Fixed Assets	5,650	3,499	5,650	5,650	5,650	5,650	774	5,650	21,101	2,262	2,262	2,262	-	-	
Due To (From)	2,007,771	72,759	12,883	(2,236)	2,236	160,000	(2,002)	93,611	-	318	-	-	-	-	
Expenses - Prior Year Accruals	(9,293)	(19,451)	(2,426)	(54)	-	-	-	48,623	(23,589)	(5,654)	(5,654)	(5,654)	-	-	
Accounts Payable - Current Year	(58,972)	(11,970)	(4,368)	16,057	3,585	1,766	(17,727)	2,853	(61,379)	-	-	-	-	-	
Summerholdback for Teachers	(25,519)	1,677	3,683	3,355	3,359	3,512	3,489	3,570	6,994	6,994	6,994	6,994	-	-	
Ending Cash	980,773	954,386	859,975	1,052,280	1,194,195	1,567,014	1,808,810	1,881,698	1,425,274	1,423,951	1,309,750	1,146,005			

MSA-SA
Monthly Cash Forecast
As of Feb FY2018

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	1,576,509	1,396,508	909,436	441,989	510,637	613,858	939,908	814,911	825,794	595,720	614,072	550,028			
REVENUE															
LCFF Entitlement	206,800	433,995	402,777	372,240	603,908	518,610	488,074	495,865	689,506	823,925	659,895	724,848	6,766,761	346,316	
Federal Revenue	-	-	63,161	5,159	-	145,394	54,025	-	80,332	61,742	91,407	99,347	662,529	61,963	
Other State Revenue	14,908	14,909	27,100	27,259	39,528	102,587	29,141	67,656	87,884	41,297	99,904	71,288	702,190	78,730	
Other Local Revenue	2,118	628	2,241	8,225	2,551	4,138	275	1,400	1,245	1,961	1,961	1,961	56,723	28,020	
Fundraising & Grants	129	-	3,030	6,107	12,069	4,448	-	12,494	14,554	(1,204)	(3,082)	(187)	48,358	-	
TOTAL REVENUE	223,956	449,532	498,309	418,990	658,057	775,177	571,515	577,414	873,521	927,721	850,084	897,257	8,236,560	515,028	
EXPENSES															
Certificated Salaries	40,707	246,046	273,857	270,899	248,655	252,323	245,701	247,539	236,306	236,532	236,532	236,532	2,771,631	-	
Classified Salaries	33,466	61,985	63,482	78,128	71,484	77,634	67,215	77,416	15,516	15,787	15,787	15,787	593,687	-	
Employee Benefits	51,391	92,220	116,369	127,975	84,891	54,083	83,207	91,726	123,296	108,961	108,961	66,825	1,109,904	-	
Books & Supplies	9,151	59,556	40,561	149,834	3,948	10,460	77,853	24,990	125,717	56,675	58,279	58,357	677,539	2,158	
Services & Other Operating Expenses	122,068	161,354	143,016	234,438	(10,203)	189,870	314,359	217,368	159,661	272,237	219,946	314,394	2,356,253	17,746	
Capital Outlay & Depreciation	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	114,190	42,113	42,113	42,113	505,350	-	
Other Outflows	-	-	87,070	-	35,028	40,363	(75,391)	-	86,038	-	-	-	173,107	-	
TOTAL EXPENSES	289,886	654,264	757,457	894,376	466,906	657,836	746,048	692,141	860,723	732,305	681,617	734,008	8,187,471	19,904	
Operating Cash Inflow (Outflow)	(65,931)	(204,732)	(259,148)	(475,386)	191,151	117,341	(174,533)	(114,727)	12,799	195,416	168,467	163,249	49,089	495,124	
Revenues - Prior Year Accruals	6,943	36,574	24,501	-	-	85,892	-	(25,108)	19,003	25,107	-	-	-	-	
Other Assets	2,215,457	-	-	-	(75,554)	-	-	-	95,244	-	-	-	-	-	
Fixed Assets	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	83,190	11,113	11,113	11,113	-	-	
Due To (From)	(2,189,783)	(366,413)	(108,429)	347,581	77,942	174,595	20,066	90,185	(225,000)	(219,659)	(250,000)	(310,688)	-	-	
Expenses - Prior Year Accruals	(46,025)	(9,031)	(58,791)	(28,676)	-	-	-	20,086	(28,357)	(5,021)	(5,021)	(5,021)	-	-	
Accounts Payable - Current Year	(95,792)	16,152	7,162	188,551	(126,605)	(88,040)	(6,746)	43	(84,065)	-	-	-	-	-	
Summerholdback for Teachers	(37,974)	7,276	7,334	7,643	7,351	7,326	7,280	7,301	11,397	11,397	11,397	11,397	-	-	
Loans Payable (Current)	-	-	(4,166)	(4,166)	(4,166)	(4,166)	(4,166)	-	(4,182)	-	-	-	-	-	
Loans Payable (Long Term)	-	-	(109,013)	-	-	-	-	-	(110,103)	-	-	-	-	-	
Ending Cash	1,396,508	909,436	441,989	510,637	613,858	939,908	814,911	825,794	595,720	614,072	550,028	420,077			

MSA-SD
Monthly Cash Forecast
As of Feb FY2018

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	726,668	830,192	669,431	1,500,270	1,463,362	831,915	1,058,209	911,576	923,117	1,005,979	971,601	919,708			
REVENUE															
LCFF Entitlement	40,264	172,476	357,792	249,255	223,803	269,651	197,223	194,147	440,574	206,399	206,399	225,254	2,955,583	172,346	
Federal Revenue	-	2,745	1,806	7,893	-	7,325	9,707	-	15,712	32,262	11,718	3,695	131,511	38,647	
Other State Revenue	9,957	9,957	17,993	25,428	24,409	242,617	41,655	44,245	67,078	22,140	61,245	70,987	675,455	37,743	
Other Local Revenue	444	33	-	16,181	162	5,100	1,174	(607)	25,924	9,008	9,008	9,008	75,435	-	
Fundraising & Grants	-	-	-	11,968	-	17,908	-	627	(3,593)	133	4,109	-	33,051	1,898	
TOTAL REVENUE	50,665	185,211	377,591	310,726	248,374	542,600	249,759	238,412	545,696	269,942	292,479	308,944	3,871,033	250,634	
EXPENSES															
Certificated Salaries	31,240	117,464	139,647	124,573	121,847	133,038	125,491	138,122	119,227	129,090	129,090	129,090	1,437,919	(0)	
Classified Salaries	19,234	18,068	3,022	15,345	15,519	15,189	15,273	19,264	22,178	19,196	19,196	19,196	200,678	(0)	
Employee Benefits	32,735	44,916	32,172	51,818	42,588	67,147	17,576	51,846	99,138	46,877	46,877	24,331	558,021	-	
Books & Supplies	1,601	3,430	6,147	3,020	5,901	6,951	10,613	4,545	31,721	6,457	5,431	25,149	330,564	219,598	
Services & Other Operating Expenses	84,728	69,790	72,974	187,778	68,071	90,985	120,421	56,278	232,398	143,695	143,695	143,695	1,437,021	22,513	
Capital Outlay & Depreciation	3,718	3,718	3,718	3,718	3,718	3,718	3,718	3,718	(7,025)	2,525	2,525	2,525	30,295	-	
Other Outflows	-	-	-	-	-	2,065	8,541	3,852	(14,458)	-	-	-	-	0	
TOTAL EXPENSES	173,256	257,385	257,681	386,252	257,644	319,092	301,634	277,625	483,180	347,839	346,813	343,985	3,994,498	242,111	
Operating Cash Inflow (Outflow)	(122,592)	(72,175)	119,910	(75,526)	(9,270)	223,508	(51,874)	(39,213)	62,516	(77,897)	(54,334)	(35,041)	(123,464)	8,523	
Revenues - Prior Year Accruals	220,019	-	3,397	15,678	-	-	-	(38,740)	50,308	38,740	-	-	-	-	
Other Assets	53,896	-	-	(30,233)	30,233	-	-	-	-	-	-	-	-	-	
Fixed Assets	3,718	1,800	(3,825)	3,718	3,718	3,718	3,718	3,718	(4,659)	4,890	4,890	4,890	-	-	
Due To (From)	(22,737)	(15,825)	694,999	14,894	(629,185)	-	(107,196)	105,246	-	2,340	-	-	-	-	
Expenses - Prior Year Accruals	(5,467)	(8,960)	(3,792)	(3,195)	(497)	(497)	(497)	12,296	(50,987)	(7,755)	(7,755)	(7,755)	-	-	
Accounts Payable - Current Year	(23,314)	(67,294)	16,766	34,367	(29,839)	(4,245)	5,777	(35,185)	20,378	-	-	-	-	-	
Summerholdback for Teachers	-	1,692	3,385	3,389	3,393	3,809	3,440	3,419	5,305	5,305	5,305	5,305	-	-	
Ending Cash	830,192	669,431	1,500,270	1,463,362	831,915	1,058,209	911,576	923,117	1,005,979	971,601	919,708	887,106			

MERF
Monthly Cash Forecast
As of Feb FY2018

	2017-18													Forecast	Remaining Balance
	Actuals						Actuals & Forecast								
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	52,671	126,542	175,175	187,003	236,799	685,427	478,702	667,350	693,190	1,538,576	1,531,821	1,347,268			
REVENUE															
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Federal Revenue	-	-	-	-	-	757	7,325	43,519	(43,518)	-	-	-	8,082	0	
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Local Revenue	605,237	538,887	527,438	510,277	420,087	586,553	572,551	551,576	467,760	533,043	533,043	695,752	6,446,755	(95,449)	
Fundraising & Grants	-	103,174	-	-	-	600	600	1,000	29,501	-	-	-	134,875	-	
TOTAL REVENUE	605,237	642,060	527,438	510,277	420,087	587,910	580,475	596,094	453,743	533,043	533,043	695,752	6,589,712	(95,449)	
EXPENSES															
Certificated Salaries	42,729	43,333	56,642	44,158	44,158	21,688	44,158	44,158	31,861	40,413	40,413	43,413	497,127	-	
Classified Salaries	142,271	147,977	126,131	138,461	136,648	145,690	153,071	155,062	200,053	149,511	149,511	174,511	1,818,896	(0)	
Employee Benefits	50,638	28,316	60,734	96,081	46,158	50,306	41,590	36,872	117,047	51,996	51,996	35,357	667,091	-	
Books & Supplies	663	6,405	259	3,531	(1,076)	1,879	2,544	1,934	24,420	3,837	6,643	5,198	66,261	10,022	
Services & Other Operating Expenses	155,806	278,452	189,176	255,256	80,681	262,930	95,350	165,860	435,000	294,041	469,032	352,376	3,046,200	12,240	
Capital Outlay & Depreciation	120	120	120	120	120	120	120	120	(260)	78	78	78	933	-	
Other Outflows	-	4,460	(4,460)	-	-	840	1,862	(2,702)	-	-	-	-	-	-	
TOTAL EXPENSES	392,227	509,064	428,602	537,607	306,689	483,453	338,697	401,304	808,120	539,876	717,674	610,932	6,096,508	22,262	
Operating Cash Inflow (Outflow)	213,011	132,996	98,836	(27,330)	113,397	104,457	241,779	194,790	(354,378)	(6,833)	(184,631)	84,819	493,204	(117,711)	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	463	-	-	-	-	-	
Other Assets	81,216	-	-	366,327	(366,327)	-	-	-	1,258,597	-	-	(532,737)	-	-	
Fixed Assets	120	120	120	120	120	120	120	120	(260)	78	78	78	-	-	
Due To (From)	64,599	(147,314)	28,992	(333,586)	772,345	(315,383)	(91,158)	(165,115)	-	-	-	159,532	-	-	
Expenses - Prior Year Accruals	(1,755)	(35,081)	(12,485)	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(210,819)	97,912	(103,635)	44,265	(70,907)	4,082	37,907	(3,955)	(59,037)	-	-	-	-	-	
Other Liabilities	(72,500)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	126,542	175,175	187,003	236,799	685,427	478,702	667,350	693,190	1,538,576	1,531,821	1,347,268	1,058,960			

Cover Sheet

Facility Updates

Section: III. Discussion Items
Item: F. Facility Updates
Purpose: Discuss
Submitted by:
Related Material: III F Facilities Update for April 2018.pdf



Board Agenda Item #	III F- Discussion Item
Date:	Thursday, April 12, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Facility Project Updates

Proposed Board Recommendation(s)

None; informational only.

Facility Updates for Ongoing Projects.

This facility project update covers three projects in process and other facility updates.

MSA-Santa Ana – New Construction of Gymnasium

A more detailed written report prepared by Gafcon is attached as Exhibit A. Gafcon will provide a verbal at Board Meeting. Project highlights are as follows:

- a. Project is approximately **25%** complete.
- b. The following are highlights and key milestones:
 - i. Procurement of structural steel embeds completed
 - ii. Placement of CMU lifts one through four and grouting of CMU cells has been completed
 - iii. During March the Project schedule has been impacted by 6 days due to rain
- c. Next 45 days:
 - i. Arrival and erection of structural steel
 - ii. Installation of metal roof deck
 - iii. Erection of structural steel for exterior canopy
 - iv. Pouring of lightweight concrete roof deck
 - v. Setting of roof drains

d. Budget:

MAGNOLIA SCIENCE ACADEMY SANTA ANA -- BUDGET		
Board Approved Project Budget from February 2018 Meeting	\$4,459,380.00	Previous Board Approved Budget (\$3,859,380) <i>plus</i> Intercompany Loan (\$600,000)
Spent to Date (as of end of February 2018)	\$885,990.29	Percent = 22.7%
Prior Board Approved Change Order Requests	\$4,536.58	CO #s 1, 2 and 3
GC Change Order Requests 4	\$19,210.00	Subject to Board Approval; to provide power to basketball backboards to extend and retract (design omission; cost would have been incurred anyway)
Balance Remaining	\$3,549,643.13	

MSA-1 (Resesda)–New Construction of High School Building

A more detailed written report prepared by PrimeSource is attached as Exhibit B. PrimeSource will provide a verbal update at Board Meeting. Highlights are as follows:

- a. Permits for HS building are ready to issue.
- b. CDO has been approved and is no longer a time barrier.
- c. RFP for GC for HS was published. Initially targeted six (6) GCs who were prequalified. 2 reputable GCs remain interested.
- d. Budget Implications. **Nothing to report until GC bids are received and reviewed.**
- e. Location of Temp Space. The Bridge Bible Fellowship appears poised to lease space to MSA-1 for 6th graders starting in Fall 2018. Lease and operational logistics are being worked out. Elders of Church need to approve but the management team at the church appears enthused about the lease of space.

MSA-San Diego

- a. Permanent power expected to be established fully by the date of the Facility Committee Meeting.
- b. Modular Multipurpose Room substantially completed. Punchlist walk with SilverCreek to remain to be scheduled. It will include addressing punchlist items in the administration building.
- c. A handful of William Scotsman punchlist items are still open. Team is addressing and getting confirmation of completion date. William Scotsman representative walked the site with the team three weeks ago but has not returned. We will follow up.

- d. General Contractor Nexgen is 99% complete with a small number of punchlist items remaining to be addressed. They have removed their trailer from the site.
- e. Budget (the Balance remaining should be more than sufficient to cover remaining work):

MAGNOLIA SCIENCE ACADEMY SAN DIEGO – BUDGET		
Board Approved Project Budget	\$10,212,098.45	
Spent to Date (as of end of January 2018)	\$8,709,156.18	No February payment was processed
Remaining to be billed	\$550,000.00	NexGen, Silver Creek, Inspectors and Architect expected billings
Balance Remaining	\$952,942.27	

Other Facility Updates:

- ADA / Accessibility review of MSA-6 and MSA-7 has been completed; we can craft “transition plan”, which means a plan to address accessibility issues to address the practical realities of occupying leased space
- Moving forward with procurement method for office trailers for MSA-2

Exhibits (attachments):

1. MSA-Santa Ana Project Update (prepared by Gafcon)
2. MSA-1 Project Update Report (prepared by Primesource)



Magnolia Science Academy - 1

New High School Classroom Project

Monthly Status Report – February 2018



Project Overview

MSA-1 has successfully occupied a 50-year old former commercial building converted to a classroom in 2002, a neighboring health club, and a large parking lot. This project will allow the expansion of MSA-1 from 500 to 1,000 students and address facilities shortcomings in the existing building and site.

This project will move the current high school into a new classroom building and then expand the current middle school inside the existing building. The Board gave Master Planning direction at the November Board meeting that has expanded and adjusted the project scope.

The most important and immediate phase will be the construction of the new high school classroom building. That work includes: demolition of the existing gymnasium building; construction of a new 2-story high 20-classroom building with rooftop athletics; construction of a parking lot drainage system; and re-striping of the site parking lot.

The second phase will be the renovation of the existing middle school. Renovation includes: modernization of the Sherman Way façade to complement the new high school classroom building, addition of four new classrooms inside the existing building; upgrades to the structural system and other Code mandated improvements; installation of Prop 39 energy reduction lighting and HVAC improvements; and general facelift and improvements.

The third phase includes site improvements. The increased campus population of both high school and middle school requires increased site capacity including construction of a more permanent shade shelter to serve dining and large group outdoor activities, plus conversion of portion of the existing parking lot to landscape/athletic/outdoor learning space.

The fourth phase of the project entails working with the City of Los Angeles as it develops adjacent parcels into a community recreation and skating facility. This project provides an opportunity for collaboration and shared capital and operating resources between Magnolia and the City Parks and Recreation Department. Ideally, this project will yield additional facilities that can support MSA-1.

Activities This Month

The highest priority for the project has been to get the final building permits for the classroom building and enter construction as quickly as possible. The building permit process is now almost complete, with all key approvals in hand. The final permits will be ready for issuance to the contractor as soon as the bidding and award process is complete.



Magnolia Science Academy - 1

New High School Classroom Project

Monthly Status Report – February 2018



The new building project requires two separate building permits: one for the building, and one for the parking lot serving the building. The building permit and associated scope of work will allow the classroom building to be built and occupied.

The parking lot permit is a placeholder, required to allow issuance of the classroom building permit. The issue was that current zoning variances require improvements that long term master planning approvals will make unnecessary. We did not want to waste the money to build something that would be torn out shortly afterward. After discussion with the City, we continue to execute the following agreed-to approach:

- The parking lot design was submitted for permitting based on the current requirements. A permit will be issued for this design,
- No construction on the parking lot permit would take place.
- The classroom building will be constructed and a Temporary Certificate of Occupancy (TCO) will be issued. This will allow the classroom building to be occupied.
- After the zoning is changed for the site and after master planning is completed, and after the solar shade shelter is located, the parking lot design will be revised accordingly and resubmitted for revised permit approval.
- Then construction of the revised parking lot will take place.
- Once the parking lot improvements are complete, a permanent Certificate of Occupancy (CO) will be issued.

This approach has resulted in wasted design cost and permit fees, but will avoid wasted construction and will allow the classroom building to go forward as soon as possible.

Procurement for the general construction contract has begun. Six contractors were prequalified, three contractors have dropped out, and three contractors remain actively pursuing the project. Bid proposals are due on April 20th, to be followed by proposal review and contractor interviews. A staff recommendation for award will be made to the Board at the end of April.

Work continues on changing current zoning to allow the full and unrestricted use of the site as a school. Currently, more than 60% of the campus is restricted to parking use only. MSA needs to use this area for recreation outdoor instruction and other school related activities and possibly future buildings that are all currently prohibited. A formal zoning change will be required which is a process that normally requires 10-12 months. The issue has been assigned to Rabuild Commercial Services. Initial meetings have been held with the City Council office and City Planning Department and both are supportive of the change. These meetings have indicated the need for additional master planning, environmental analysis and, possibly, traffic analysis.



Magnolia Science Academy - 1

New High School Classroom Project

Monthly Status Report – February 2018



The zoning process requires master planning. The Master Planning consulting services contract was awarded last month and full-scale work began this month. The initial focus was to evaluate maximum development potential. Initially, the team was challenged to fit a third classroom building (either elementary or secondary) and support facilities (gymnasium, dining, large group activities) on the site. Staff has concluded that this is simply not possible: there is inadequate space to increase the campus population beyond the existing classroom building and new high school classroom building, or a maximum population of approximately 1100 students and staff.

The campus has not space for PE except the open parking lot. The new high school classroom building will provide rooftop basketball court, but is much smaller in size than the total student population requires. For example, the rooftop court design is not CIF compliant. There is no funding for a gymnasium in the current program and probably not for several years to come. Meanwhile, the campus will have 1,000 students who need PE and physical recreation.

Staff is attempting to find creative solutions to this problem and are pursuing two alternatives: an expanded solar shade shelter sufficiently large to serve as an outdoor gymnasium; a collaboration with the planned recreation facility that the City of Los Angeles is planned next to the MSA-1 campus.

The team began by exploring options with the planned solar shade shelter. Initially, the goal was to simply provide a sheltered outdoor dining area large enough to accommodate either the MS or HS population at one time. Collaboration between the master planner and solar planning consultant have developed a concept of a much larger structure, one that can essentially function as an outdoor gymnasium site combined with two adjacent covered dining areas. This structure would be large enough to support a standard CIF basketball court and two CIF standard volleyball courts, plus adjacent room for seating to support outdoor dining or large group activities. Although this structure will be open sided, because of the temperate climate and with a high roof and possibly misters or fans, it should be able to accommodate PE and athletics year round.

Staff believes that the current zoning variance allows this structure to be built without additional zoning approvals. Staff has already introduced the concept to the City Council office and Planning staff; both are supportive. The increased size does raise added permitting and Code review requirements. This will extend the timeline for the solar shade shelter, but the added benefits and value are worth the delay.

Master planning has identified a preferred location, size and dimensions. This will allow the solar planner to complete an energy analysis for the site, prepare an RFP, and initiate discussion with DWP who must approve any solar connection. An issue has



Magnolia Science Academy - 1

New High School Classroom Project

Monthly Status Report – February 2018



emerged because of the peculiar number of meters in the existing building; modification to the existing building switchgear may be required to accept the maximum amount of power generated by the shade shelter. Similarly, DWP rules prohibit sharing power among multiple addresses. Resolution may be as simple as legally combining both MSA-1 parcels or having both buildings share the same address.

The next phase of master planning work already underway is to develop concepts for shared use with the City of Los Angeles. The City wants to build an ice rink that is bigger than the land that they own. Staff is proposing a concept where the MSA-1 parking lot is combined with the City-owned parking to create a site large enough to accommodate the ice rink building (possibly including a gymnasium) plus shared parking serving both facilities, plus outdoor recreation (including the outdoor gymnasium created by the MSA-1 solar shade shelter. This concept allows the City to more fully meet various community promises and recreation needs. This concept gains MSA access to gymnasium facilities that it cannot afford to build, and the shared parking allows valuable real estate to be used for recreation instead of parking.

This work is well advanced. The goal is to approach the City in earnest in April to determine if there is an interest in working together. If a joint use approach advances, it could take several years to design and build the new facilities. In the meantime, MSA-1 would use the solar shade shelter as an interim facility. MSA-1 would also be able to avoid the site development work and costs.

Structural investigation of the existing building has advanced. No structural plans for the original building have been recovered. Recent investigation included structural mapping of the structure by removing drywall of key structural elements and preparation of structural plans. Next month will include preparation of a standard ASCE Structural Assessment report. However, it is now apparent that there is a serious structural deficiency in the connection between exterior walls and the interior floors and roof. This deficiency can allow building walls to pull away from the roof and floors during an earthquake and cause collapse. It must be rectified. The next step will be to do a seismic renovation design and then construct the required correction. This work is not excessive and is typical for buildings of this genre and age.

The structural investigation has also confirmed the practicality of infilling the second floor to add a net 3-4 classrooms and improve the building flow and efficiency. However, that design work will not proceed until bids on the new high school are received and budget for the overall project refined.

Current Issues

Major issues and activities at this time include:



Magnolia Science Academy - 1

New High School Classroom Project

Monthly Status Report – February 2018



The project scope and direction has changed several times over the course of design. Prolonged negotiations related to the LA Kings skating rink and the potential variations of site sharing or property exchange negatively impacted the overall master planning for the campus. Based on Board direct, staff is now proceeding with a comprehensive site development approach.

Building permit approvals – we are hopeful that the project is in the final steps of the building permit process.

New High School Bidding – we are hopeful that multiple responsive bid will be received in April. We are encouraging contractors to improve upon the placeholder 10-month schedule and recover delay lost to permitting issues.

Overall budget – the high school is such a large portion of the overall project budget that no final budget decisions have been made on anything other than the high school classroom building. Once bids are received, the balance of the budget will be revised based on available funding and brought to the Board for action. The planned schedule is now to receive bids in April and to be prepared for contract award by the Board in May.

Town Center revival – the concept of a joint use facility between the City and MSA has been discussed for several years but went dormant. It has been revived by the imminent construction of the high school building and the transfer of property from the CRA to City Parks and Recreation. Staff has developed a concept that addresses City issues and site limitations. Considerable discussion and negotiation will be required to accomplish this joint use. It is always challenging to jointly work with the City, but if this can be accomplished, MSA gains significant facility benefits.

Zoning change – Long term site development cannot proceed until a zoning change is in place. This would normally take 10-12 months. It may be expedited as it enjoys support of Planning, and the City Council office and is compatible with City aspirations for the Town Center revival. This is on track, but has a ways to go to be complete. It may be a challenge to complete the zoning process while town Center discussions take place.

MS building renovation –so far, the structural investigation process is promising and resultant remediation reasonable. Renovation is always full of surprises. The immediate goal will be to make the building seismically safe, which can be done with existing funding. Additional expansion and renovation will require budget modification, which will be brought to the Board after bids are received on the new high school building.



Magnolia Science Academy - 1

New High School Classroom Project

Monthly Status Report – February 2018



Solar Shade Shelter – the solar consultant who will begin work in March to develop the optimal strategy for procuring the solar shade shelter and then conduct its procurement which will take approximately three months. This is on track, but raising potential issues with existing switchgear and with DWP that stand in the way of fully using all of the power generated by the shade shelter, which is key to the overall financing plan.

Prop 39 projects – funds already allocated to the existing building are sufficient for a complete lighting upgrade of the building and a complete replacement of the various HVAC rooftop units. This work will now be deferred pending overall renovation and expansion decisions.

Interim classroom capacity – Staff has begun discussions about renting excess classrooms at a neighboring church facility. A proposal has been submitted, there have been meetings between the church leadership and MPS leadership, and all looks promising. A decision is expected in April.

Schedule

The project Master Schedule is attached. Note that it has been significantly updated and revised to reflect current changes.

Cost and Budget

A project concept budget was reviewed by the Board at the November Board meeting and direction given. There is no material change in that estimate this month pending receipt of the bids for the classroom building. This is such a large component of the total project budget, that it is not realistic to finalize other portions of the project budget at this time. A major budget revision to reallocate available funding is anticipated in April.

Attachments

Current Master Schedule
Current Project Conceptual Cost Estimate



MSA-1 - Project Conceptual Cost Estimate - 03-30-2018



Project Element	Quantity	Unit Price	Cost	Notes
HS New Building Construction Cost				
Demolition, abatement and site clearing old gym	25,000 SF	\$7.00 /SF	\$175,000	1
HS - Base contract 1st floor	13,140 SF	\$225.00 /SF	\$2,956,500	2
HS - Base contract 2nd floor	11,242 SF	\$225.00 /SF	\$2,529,450	2
HS - Base contract 3rd floor - enclosed area/roof	473 SF	\$225.00 /SF	\$106,425	2
HS - Base contract - 3rd floor - basketball court	6,123 SF	\$80.00 /SF	\$489,840	2
HS - A and B permit work	1 ea	allow	\$100,000	3
HS - minimal site work parking lot	27,108 SF	\$3.00 /SF	\$81,324	4
Subtotal - HS New Building Construction Cost			\$6,438,539	
Construction contingency		10 %	\$643,854	5
Owner soft costs	21 %		\$1,352,093	6
Total HS New Building Project Cost			\$8,434,486	

HS New Building Funding Sources				
CSFIG 2016-17			\$152,891	7
CSFIG 2017-18			\$500,000	8
CSFIG 2018-19			\$500,000	8
2014 MPS Bond			\$0	9
2017 MPS Bond			\$7,267,000	10
Total HS New Building Funding Sources			\$8,419,891	
Funding Shortfall			\$14,595	11

MS Existing Building Renovation				
MS Renovation - façade and exterior Sherman Way	3,500 SF	\$10.00 /SF	\$35,000	12
MS Renovation - deep clean	26,000 SF	\$2.00 /SF	\$52,000	13
MS Renovation - new classrooms, added space	3,000 SF	\$150.00 /SF	\$450,000	14
MS Renovation - facelift	26,000 SF	\$8.00 /SF	\$208,000	15
Subtotal - MS renovation construction costs			\$745,000	
Construction contingency		15 %	\$111,750	16
FF&E - replace all furniture			\$200,000	17
Owner soft cost	21 %		\$156,450	18
Total MS Existing Building Renovation Project Cost			\$1,213,200	

MS Existing Building Renovation Funding Sources				
Prop 39 - Energy Upgrades			\$32,000	19
CSFIG 2016-17			\$0	7
CSFIG 2017-18			\$0	8
CSFIG 2018-19			\$0	8
2014 MPS Bond			\$712,000	9
2017 MPS Bond			\$0	10
Total MS Existing Building renovation Funding Sources			\$744,000	
Funding Shortfall			\$469,200	



MSA-1 - Project Conceptual Cost Estimate - 03-30-2018



Project Element	Quantity	Unit Price	Cost	Notes
-----------------	----------	------------	------	-------

Site Development (Near Term) Construction						
Site - demolition and clearing	30,662	SF	\$2.00 /SF	\$61,324		20
Site - infiltration system	4,000	SF	\$15.00 /SF	\$60,000		21
Site - perimeter wall residential side)	1,744	SF	\$15.00 /SF	\$26,160		22
Site - perimeter fence	5,984	SF	\$8.00 /SF	\$47,872		23
Site - lighting (double pedestal - low height _	15	EA	\$1,500.00 /EA	\$22,500		24
Site - trees and irrigation on parking	20	EA	\$800.00 /EA	\$16,000		24
Site - landscape and irrigation'	21,062	SF	\$5.00 /SF	\$105,310		25
Site - shade shelter, concrete slab, lighting	9,600	SF	\$30.00 /SF	\$288,000		26
Site - modular toilets and changing	500	SF	\$250.00 /SF	\$125,000		27
Subtotal - Site Development (Near Term) Construction Cost				\$752,166		
Construction contingency				15 %	\$112,825	28
Owner soft costs				21 %	\$157,955	
Total Site Development (Near Term) Project Cost					\$1,022,946	

Site Development (Near Term) Funding Sources						
PPA - Solar Shade Shelter				\$288,000		29
CSFIG 2016-17				\$0		7
CSFIG 2017-18				\$0		8
CSFIG 2018-19				\$0		8
2014 MPS Bond				\$0		9
2017 MPS Bond				\$0		10
Total Site Development (Near Term) Funding Sources				\$288,000		
Funding Shortfall					\$734,946	

Combined Funding Demand - All Sources						
Prop 39				\$32,000		
PPA - Solar Shade Shelter				\$288,000		
CSFIG 2016-17				\$152,891		
CSFIG 2017-18				\$500,000		
CSFIG 2018-19				\$500,000		
2014 MPS Bond				\$712,000		
2017 MPS Bond				\$7,267,000		
Total Site Development (Near Term) Funding Sources				\$9,451,891		



MSA-1 - Project Conceptual Cost Estimate - 03-30-2018



Explanation of soft costs

Owner Soft Costs (Non-General Contractor and Non-Construction Costs)

Design, site investigation	7.0 % of construction costs
Permitting and land use approval, connection fees	2.0 % of construction costs
PM, CM, Inspection and Testing, General Conditions	5.3% of construction costs
Low Voltage - wiring, computers, communications, FA	2.5% of construction costs
FF&E, Moving	4.5% of construction costs
Subtotal - Owner Soft Costs	21% of construction costs

Notes:

1	Firm cost -- work complete
2	Design complete, no option to reduce scope - unit cost depends on bid market
3	Scope depends on City review - not yet complete
4	Leave existing asphalt alone - slurry seal, striping only
5	Design complete - not yet bid 10% contingency minimum
6	Pre-construction soft costs already spent - assumes all new F&E for new building
7	Amount already received and spent here - no remaining balance
8	Amount anticipated - amount certain - will all go to new HS building only
9	Remainder of 2014 Bond restricted to existing building and site improvements
10	Amount approved by Board at time of Bond issuance - will all go to new HS building only
11	Funding shortfall within contingency range - wait for bids to firm up costs
12	Sherman Way side - remove entrance arch feature, paint and stucco exterior to match new HS building
13	Done after students move to HS over Christmas break - requires FF&E removal, scrub down of entire building
14	Need to accommodate added students SY2018-19 who arrive prior to completion of New HS building. Scope assumes extension of second floor and addition of classrooms inside building on Sherman Way side, then rearranging offices and support space to first floor, opening up central area for group activity or open space - feasibility depends on structural assessment of building
15	Broad range of potential facelift scope - minimum is painting, lighting upgrade, plumbing repairs, door repairs - maximum would also add interior windows, upgrade HVAC, rearrange admin and support spaces in open area, and new low voltage systems - abatement and seismic questions unknown - existing code violations unknown
16	No design yet - 15% contingency minimum
17	FF&E - ideally replace majority of classroom furniture - switch to stackable movable tables/chairs - could defer replacement, or do incrementally over time, just do new classrooms now
18	Standard soft cost rate will not have enough FF&E allowance for complete replacement
19	Prop 39 funding available - probably best spent on lighting upgrades, conversion to LED - better lighting plus reduce building electrical demand - goal is to add classrooms without upgrading switchgear
20	Remove all asphalt except where needed for revised site parking - re-use existing asphalt in parking area



MSA-1 - Project Conceptual Cost Estimate - 03-30-2018



21 | Must add infiltration to address site drainage - remove Lake Magnolia

Notes:

22	Plan for 8 foot high block wall along residential side - act as sound barrier plus security screening
23	Plan for wrought iron fencing on 3 sides surrounding campus - define campus and secure parking/outdoor activity space after hours - needs gates - could not fence parking area
24	Use existing asphalt - repair and slurry seal only - need night lights, add trees/irrigation for shade
25	Broad range of options - could do minimum planting and irrigation initially, and self-landscape over time - surface options range from dirt, to sod, to lots of plantings - could also add outdoor learning/activity equipment like benches, planting boxes and site features
26	Need shade shelter large enough and high enough for 500 student dining and to serve other outdoor group activities - Concept to do very large solar shelter - Instead of MSA design/construction, get shelter provided by Purchased Power Provider (PPP) under long term power purchase agreement where MSA buys solar power monthly and pays for shelter. Would require RFP/competitive bidding to select PPP + specialty consultant to write RFP and administer bid/contract.
27	Nice to have, may not be required by Code - concept is minimal toilets and changing rooms for 30 boys/30 girls and hand washing at dining area - could use modular system site adapted.
28	No design - loosely defined scope - 15% minimum contingency at this stage
29	Structure PPA to cover the shade shelter cost, paid off in monthly utility fees



MSA-1 Reseda - New High School Building, Existing Building Renovation and Conversion to Middle School, and Site Development

Project Master Schedule - Board Master Plan Approved November 2017



Academic Actions

Plan and Status as of March: The campus student population will grow substantially with the campus expansion. Ultimately, the campus must accommodate 900 students and staff. The campus has already increased the 2018-19 enrollment by 100 students. However, the new high school classroom building will not open until after the Christmas break 2018. The campus is in the process of securing off-site classroom space which will house the entire sixth grade or entire 9th grade. The 6th grade class is more contained in order to effect a transition into MSA culture, so lends itself to offsite location. The 9th grade all take proscribed classes, so require fewer classrooms than other high school grades and do not have to interact with upper grades. The campus has multiple alternative offsite locations, but the preferred location is within a 10-minute walking radius of campus, and the offer and acceptance process is well advanced. Communication with parents regarding the offsite classrooms has begun. Work is proceeding on a solar shade shelter in the parking lot that will serve as an upgraded outdoor dining area and outdoor gymnasium. **The solar shade shelter will come on line with or before the new classroom building.**

Academic Actions	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January
Deactivate gymnasium - use CIM property to supplement			Completed															
Continue 500 combined MA and HS students in existing building																		
Add 3-4 classrooms existing building - deferred to 2019										Defer to 2019 - after high school completed								
Add site improvements shade shelter																		
Increase to 600 MS and HS students existing building																		
Add off-campus temporary classrooms																		
Move HS students into new building																		Spring 2019
Reconfigure MS building																		Summer 2019
Begin HS instruction new building																		Spring 2019
Begin MS only instruction existing building																		Spring 2019
Add outdoor washrooms and site recreation																		2019
New gymnasium on MSA or at City																		Deferred

Color coding key	
Activity planned	
Activity done	
Activity remaining	



MSA-1 Reseda - New High School Building, Existing Building Renovation and Conversion to Middle School, and Site Development



Project Master Schedule - Board Master Plan Approved November 2017

High School - New Building Construction Contract

Plan and Status as of March: The new high school building is 100% designed, submitted for permits, and out to bid. All major permit actives including issuance of a Community Development Overlay application approval are now complete. The final building permit approvals are anticipated in early April. The project is out to bid with three bidders actively pursuing the project. Proposals are anticipated on April 20th, followed by interviews and then recommended Board approval. Contractors are being encouraged to develop a faster schedule than the 10-month placeholder schedule shown below. Contractors are also being encouraged to aggressively price the project including value engineering suggestions. The overall project budget can be finalized after receipt of these proposals, which will allow strategic decisions to be made for the development of the balance of the campus. Note that two separate building permits are being issued: one for the building, and one for the parking lot area. The parking lot permit and design is a placeholder, issued only to obtain the main building permit. This design will be modified after completion of solar procurement, master planning, and zoning revision. Construction will be deferred until the permit si revised in order to only build things once. The new classroom building will open with temporary Certificate fo Occupancy until the required parking lot improvements are completed. The zoning modification is required to maximize use of site for school purposes and remove overly burdensome parking lot requirements. The complete zone variance modification will require 10-12 months.

	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January
HS Building - Design				Complete														
HS Building - Permits City of LA																		
HS Building - CDO permit from City								Done										
HS Building - Bid and Award																		
Site - Adjust Zoning variance																		
Abatement and Demolition					Complete													
Placeholder Construction Schedule																		
FF&E and Low Voltage by MSA																		
Parking lot revision - design and permitting																		
Parking lot - construction																		
Building - demobilization and turnover																		

Color coding key	
Activity planned	
Activity done	
Activity remaining	



MSA-1 Reseda - New High School Building, Existing Building Renovation and Conversion to Middle School, and Site Development



Project Master Schedule - Board Master Plan Approved November 2017

Middle School - Renovation and Expansion of Existing Building

Note: There is inadequate funding for site development, existing building expansion, existing building renovation, and addition of a gymnasium/multipurpose building. The first p[riority will be the new classroom building. Existing building expansion will take priority over existing building renovation and site development. Renovation design is being suspended pending bidding of the new high school to determine available funding and to allow master planning and zoning change process to become more confident and to complete the structural assessment of the existing building. Staff has learned that 2002 existing building modifications did not address structural upgrades. An existing building structural assessment process has begun. The initial structural impression is that while the building will require significant seismic upgrades, those upgrades are practical and cost-effective and the building once retrofitted can enjoy a long useful life. The initial structural assessment is also that it is practical and cost effective to infill the second floor on the Sherman Way side of the building for a net increase of 3-4 classrooms, plus a more effective reconfiguration of existing spaces. The benefit of this infill project will be to increase student p[opulation and also to consolidate administration, put all students into more traditional classroom space, and create a central large group activity space. The seismic retrofit work can be done off hours, the addition of classroom space must happen when school is not in session, probably the summer of 2019, and the general renovation must also happen when school is not in session. There is insufficient money to do a seismic retrofit and add classroom space and do a general renovation of the building. Staff recommends the seismic retrofit be given the highest priority. Staff recommends that the addition of classrooms be given the second priority as it will allow future growth and have the greatest impact on overall school quality and operations. Staff recommends that general renovation be the third priority and deferred until additional funds are raised. The entire proposed building renovation scope includes: extension of second floor and addition of 3-4 classrooms in underused Sherman Way entrance area; reconfiguration of offices and support spaces on both floors; creation of large group assembly area in atrium area; deep cleaning everywhere; architectural facelift (painting, interior windows); critical systems repairs (electrical, elevator); Prop 39 lighting and HVAC upgrades; and exterior façade improvements (Sherman Way side - remove entry way structure, stucco repair and paint to blend and match new high school building).

	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January	
MS - structural site investigation																			
MS - Seismic Retrofit design																			
MS Seismic Renovation - Permits City of LA																			
MS Seismic Renovation - Bid and Award																			
MS Seismic renovation - Construction																			
MS - Building 2nd floor infill design																			
MS Building 2nd floor infill permitting - City of LA																			Extend into 2019
MS Building 2nd floor infill - Bid and Award																			Spring 2019
MS - Prop 39 upgrades																			
MS - add 3-4 classrooms and reconfigure support space																			Defer to 2019
MS - Deep clean of existing building																			Defer to 2019
MS - Light renovation																			Defer to 2019
MS - Renovation existing building façades																			Defer to 2019

Color coding key	
Activity planned	
Activity done	
Activity remaining	



MSA-1 Reseda - New High School Building, Existing Building Renovation and Conversion to Middle School, and Site Development



Project Master Schedule - Board Master Plan Approved November 2017

Site Development

Note: Even with the new classroom building and modifications to the existing building, the campus will lack: sufficient dining area to accommodate either high school or middle school at one sitting; a space large enough to accommodate large group activities; and a gymnasium. The Board has directed that available funds be prioritized on the new classroom, then existing building renovations, leaving inadequate funds for full site development or a new gymnasium. To work around the shortage of funds, staff is pursuing the near term addition of a solar shade shelter that is sufficiently large to accommodate dining for an entire high school or middle school at one time, plus large enough to serve as an outdoor gymnasium (sufficiently large to accommodate a CIF-regulation size basketball court or volleyball court), and to serve as a large group activity area. The shelter will be financed by the shelter vendor and repaid by utility cost savings. Power from the shelter will be sent to the existing building and to the new high school building and used on site. The campus is obligated under the current permit to eventually make a series of improvements to the site including: drainage, perimeter sound wall, perimeter fencing, landscaping, lighting, and pavement replacement. This site development work will be deferred until the completion of master planning, and application for a zoning change. The zoning change will allow unrestricted development of the campus and remove restrictive operating and building conditions imposed by the current zoning and zoning variances that are legally controlling the campus development. Master planning has advanced sufficiently to determine the placement and sizing of the solar shade structure, and an RFP is being prepared for issuance this spring. Master planning has also determined that there is space for a future gymnasium serving the target student population of 1,000, but that there is inadequate space to locate additional classrooms on campus. Staff is working to influence the adjacent City Ice Rink and recreation project to provide joint use facilities. The planned ice rink is too large for the City parcels. Staff is exploring a joint use arrangement that would allow the ice rink to be located partially on the campus, in exchange for providing shared parking facilities, and/or a gymnasium. These discussions will advance this spring sufficient to determine the viability of a shared site approach. At that point the Board can decide whether to proceed with the City or to proceed with site development limited to MSA functions.

	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January		
Solar Shelter - Consultant selection							Done													
Solar Shelter - Energy Analysis, RFP Prep, Bid &																				
Solar Shelter - DWP Permits										Duration reliable										
Solar Shelter - LADBS Permits										Duration not reliable										
Solar Shelter - fabricate shade shelter										Now custom fabrication - could be longer										
Solar Shelter - Install shade shelter																				
Solar Shelter - install power hookup and switchgear																				
Master planning - solar shelter size and location									Done											
Master planning - develop joint use concepts																				
City project concept negotiations									Cannot begin until property transfer complete - April 2018											
MPS Go/No Go decision for joint use with City																				
Master Planning - Finalize plans for City application																				
Master Planning - procure traffic and environmental consultants																				
Master Planning - traffic and environmental studies																				
Zoning Application - finalize, submittal, approval process																				
Interim Site Improvements																				
Install prefabricated outdoor washroom building																				Deferred to 2019 pending funding
Convert existing parking to recreation																				Deferred to 2019 pending funding

Magnolia Science Academy Santa Ana Gymnasium Project



5960 Cornerstone Court West, Suite 100
San Diego, CA 92121

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- 6.5 March 2018 Meeting Minutes Numbers 13, 14, 15, and 16

1.0 EXECUTIVE SUMMARY REPORT

1.1 Project Summary

- 1.1.1 Project is approximately 25% complete.
- 1.1.2 Processing of Project submittals is on-going, critical submittals are being processed in a timely manner with no impacts to the project.
- 1.1.3 Fabrication of structural steel in process.
- 1.1.4 Project construction meetings #13, #14, 15 and #16 have been conducted during the past month (refer to attached meeting minutes)
- 1.1.5 Process of project Submittals and RFI's is on-going (refer to attached Logs)
- 1.1.6 Contractor's payment application #05 is pending submission for review and approval.

1.2 Project Highlights/Key Milestones

- 1.2.1 Procurement of structural embeds has been completed.
- 1.2.2 Installment of lower roof embeds has been completed.
- 1.2.3 Placement of CMU lifts one through four and grouting of the CMU cells been completed.
- 1.2.4 During March the project has been impacted 6 days due to Rain.

1.3 Look Ahead (next 45 days)

- 1.3.1 Contractor to continue and complete fifth, sixth and seventh CMU lifts for exterior walls.
- 1.3.2 Arrival and erection of structural steel.
- 1.3.3 Installation of metal roof deck.
- 1.3.4 Erection of structural steel for exterior canopy.
- 1.3.5 Pouring of lightweight concrete roof deck
- 1.3.6 Setting of roof drains.

1.4 Safety Report

- 1.4.1 No safety incidents reported.
- 1.4.2 Contractor is conducting weekly project safety meetings with sub-contractors.

2.0 PROJECT SCHEDULE UPDATE

2.1 Schedule Milestones

- 2.1.1 Project construction completion date is August 15, 2018. If MPS accepts the Contractor's proposal for install the rubberized gymnasium flooring this activity will add 7 working days to the project schedule
- 2.1.2 Presently the impacts to the project schedule has been the rain.
- 2.1.3 Contractor's has submitted March 2018 updated construction schedule. Gafcon has reviewed and approved the update. (refer to attachment)

2.2 Upcoming Construction Activities

- 2.2.1 Refer to Magnolia Gym March 2018 Schedule Update (attached).

2.3 Construction Impacts to the General Campus and Local Community

- 2.3.1 Weekly meetings are being held with the school to keep them informed of construction activities and as well as not impacting school functions.
- 2.3.2 No impacts to school activities are anticipated during the next 30 days.
- 2.3.3 No concerns noted from the Local Community.

3.0 PROJECT DOCUMENTATION

3.1 Submittals

- 3.1.1 As of March 28, 2018, A total of 95 submittal packages have been issued by the contractor.
- 3.1.2 The Architect has approved 61 submittal packages.
- 3.1.3 The Architect has returned 7 submittal package that are to be revised and resubmitted.
- 3.1.4 27 submittals either have been closed or are currently with the Architect for review.

3.2 RFI's

- 3.2.1 As of March 28, 2018, 85 RFI's have been issued by the contractor.
- 3.2.2 4 remain open with none of those being critical.

3.3 Architectural Supplemental Instructions

- 3.3.1 ASI #1 Add Alternate (RC Construction has submitted a cost proposal for this work)
 - a. Rubberized Gym flooring

- 3.3.2 ASI #2 Deductive Alternates **(RC Construction has submitted a cost proposal for this work)**
- Removal of glazing at east gym wall and replacing with CMU block
 - Eliminate graffiti coating on exterior gym walls
 - Modify concrete floor finishes
 - Remove lockers from
 - Remove carpet tile
- 3.3.3 ASI #3 Servery
- OC Health Dept. modifications required for 3 compartment sink.

4.0 FINANCIAL REPORT

4.1 Contingency Draw Downs (refer to attached log)

4.1.1	Contingency Draw Downs - Approved	
	1) PCO #02 Provide Power to Fire Alarm System	\$ 3,440.25
	2) PCO #03 Provide Power to Water Heater	\$ 1,096.33
	Total Approved	\$ 4,536.58
4.1.2	Submitted Contingency Draw Downs - In Review	
	1) PCO #04 Deleting Windows at East Gym Wall - Credit	\$ (101,259.00)
	2) PCO #05 Deleting of Anti-Graffiti, Carpet, Revising Concrete Floor Finish, Lockers - Credit	\$ (28,203.00)
	3) PCO #06 Furnish & Install Rubberized Gym Flooring	\$ 109,383.00
	4) PCO #07 Provide Plaster Finish at Column in Servery	\$ 4,138.00
	5) PCO #08 Install Sheet Metal Flashing at Curtain & Parapet Walls	\$ 4,164.00
	6) PCO #09 Provide Power & Thermostat to Control EF-21	\$ 497.00
	7) PCO #10 Provide Electrical Upgrade to HP-1	\$ 351.00
	8) PCO #11 Provide Power & Switch to Basketball Back Boards	\$ 19,210.00
	Total Submitted	\$ 8,281.00
4.1.3	Potential Contingency Draw Downs – Not Yet Submitted	
	1) Cost Associated With Revisions to Fire Sprinkler Stand Pipe	\$ 14,000.00
	2) Servery Modifications Required for 3 Compartment Sink	\$ 8,000.00
	Total Potential Draw Downs	\$ 22,000.00
4.1.4	Summary of Contingency Budget	
	1) Approved Draw Downs	\$ 4,536.58
	2) Submitted Draw Downs – In Review	\$ 8,281.00
	3) Potential Draw Downs	\$ 22,000.00
	Total Exposure	\$ 34,817.58
	4) Project Contingency Starting Amount	\$ 112,544.89
	5) Remaining Project Contingency Balance - Through March 30, 2018	\$ 77,727.31

5.0 PROGRESS PHOTOS – MARCH 2018

5.1 Project Progress Photo #001



5.2 Project Progress Photo #002



5.3 Project Progress Photo #003



5.4 Project Progress Photo #004



5.5 Project Progress Photo #005



5.6 Project Progress Photo #006





6.0 EXHIBITS – MARCH 2018

- 6.1 March 2018 Construction Schedule**
- 6.2 Submittal Log**
- 6.3 Request for Information (RFI's) Log**
- 6.4 Change Order, Potential Change Orders and Contingency Draw Down Logs**
- 6.5 Meeting Minutes Number 13, 14, 15, and 16**

RC Construction Services, Inc.

275008

3 WEEK SCHEDULE

Magnolia School

3-26-18 to 4-13-18

	Month		Mar-18						Apr-18															
	Date		19	20	21	22	23	26	27	28	29	30	2	3		4	5	6	9	10	11	12	13	
ELECTRICAL IN CMU																								CCE
INLAND INSPECTION									X	X	X	X	X	X	X	X	X	X	X	X	X	X		MASONRY INSPECTOR
BOLT PROCUREMENT																								RND
EMBEDS PROCUREMENT																								RND
INSTALL LOWER ROOF EMBEDS																								NUWAY
GROUT CMU																								NUWAY
4TH LIFT OF CMU																								NUWAY
GROUT CMU																								NUWAY
ERECT CMU SCAFFOLD																								NUWAY
5TH LIFT CMU																								NUWAY
GROUT CMU																								NUWAY
ERECT CMU SCAFFOLD																								NUWAY
6TH LIFT CMU																								NUWAY
GROUT CMU																								NUWAY
ERECT CMU SCAFFOLD																								NUWAY
7TH LIFT CMU																								NUWAY
GROUT CMU																								NUWAY
ERECT CMU SCAFFOLD																								NUWAY
8TH LIFT CMU																								NUWAY
INSTALL HIGH ROOF EMBEDS																								NUWAY
GROUT CMU																								NUWAY
TEAR DOWN / CLEAN UP																								NUWAY
STRUT. STEEL PROCUREMENT (DOUBLE SHIFT)																								RND
RAIN DAYS: 3 Days																								
I = Inspection																								
C = Critical Path																								
D = Delay																								
H = Holiday																								
R = Rain Delay																								
P = Pour																								
PH = Place Holder (Being Held Up)																								
CI = City Inspection																								

M A - Gym Submittal Report

Grouped By: Status

Title	Status	Spec Section	Sent Date	#	Rev.	Distributed Date	Returned Date	Ball In Court
03 - 00-01 - Cast-In-Place Concrete (Mix Design)	Approved	03 30 00 Cast-In-Place Concrete		03 30 00-1	0	12/07/17	12/06/2017	
03 - 00-01r1 - Cast-In-Place Concrete (Vapor Barrier)	Approved	03 30 00 Cast-In-Place Concrete	12/13/2017	03 30 00-1	1	12/14/17	12/13/2017	
04 - 00-03 - Concrete Unit Masonry (Mix & Mortar)	Approved	04 22 00 Concrete Unit Masonry	12/22/2017	04 22 00-3	0	01/04/18	12/28/2017	
05 - 00-03 - Struc Steel (Welder Cents)	Approved	05 12 00 Structural Steel Framing	01/08/2018	05 12 00-3	0	01/11/18	01/08/2018	
05 - 00-04r1 - Struc Steel (Weld Procedures)	Approved	05 12 00 Structural Steel Framing	02/19/2018	05 12 00-4	1	02/27/18	02/19/2018	
05 - 00-05 - Struc Steel (Product Data)	Approved	05 12 00 Structural Steel Framing	01/08/2018	05 12 00-5	0	01/11/18	01/08/2018	
07 - 00-01 - Sheet Metal Flashing & Trim	Approved	07 62 00 Sheet Metal Flashing and Trim		07 62 00-1	0	03/09/18	01/22/2018	
08 - 00-01r1 - Glazing	Approved	08 80 00 Glazing	01/04/2018	08 80 00-1	1	01/16/18	01/08/2018	
08 8000-02 - Glazing (Samples)	Approved	08 80 00 Glazing	01/23/2018	08 80 00-2	0	02/13/18	02/01/2018	
09 5113-01 - Acoustical Panel Ceilings	Approved	09 51 13 Acoustic Panel Ceiling		09 51 13-1	0	01/30/18	01/15/2018	

Title	Status	Spec Section	Sent Date	#	Rev.	Distributed Date	Returned Date	Ball In Court
0 113-02 - Acoustical Panel Ceilings (samples)	Approved	09 51 13 Acoustic Panel Ceiling		09 51 13-2	0	01/30/18	01/15/ 2018 01/29/ 2018	
0 100 - Painting (Product Data)	Approved	09 91 00 Painting	12/08/ 2017	09 91 00-1	0	01/01/18	12/08/ 2017 12/20/ 2017	
0 100-02 - Painting (Drawdowns)	Approved	09 91 00 Painting		09 91 00-2	0	01/30/18	01/15/ 2018 01/29/ 2018	
0 123-01 - Graffiti Resistant Coatings	Approved	09 96 23 Graffiti Resistant Coatings		09 96 23-1	0	12/14/17	12/05/ 2017 12/13/ 2017	
1 100-02.1 - Specialties (Basketball)	Approved	10 0000 Specialties	02/28/ 2018 03/01/ 2018 03/01/ 2018	10 0000-2	1	03/21/18	03/01/ 2018 03/20/ 2018	
1 100-02 - Toilet Accessories (sample)	Approved	10 28 00 Toilet Accessories	01/23/ 2018 02/01/ 2018	10 28 00-2	0	02/13/18	02/01/ 2018 02/05/ 2018	
1 100-01 - Roller Shades	Approved	12 24 00 Window Shades	12/27/ 2017	12 24 00-1	0	01/10/18	12/27/ 2017 01/09/ 2018	
2 16-01 - Expansion Fittings & Loops	Approved	22 05 16 Expansion Fittings and Loops for Plumbing Piping	12/14/ 2017	22 05 16-1	0	12/22/17	12/14/ 2017 12/21/ 2017	
2 53-01 - ID for Plumbing Piping (Rev)	Approved	22 05 53 Identification for Plumbing Piping and Equipment	01/10/ 2018	22 05 53-1	0	01/23/18	12/14/ 2017 01/10/ 2018 01/15/ 2018	
2 0719-01 - Plumbing Piping Insulation (Rev)	Approved	22 07 19 Plumbing Piping Insulation	01/10/ 2018	22 07 19-1	0	01/30/18	12/14/ 2017 01/10/ 2018 01/15/ 2018	
2 1005-01 - Plumbing Piping	Approved	22 10 05 Plumbing Piping	11/29/ 2017	22 10 05-1	0	12/01/17	11/29/ 2017	

Title	Status	Spec Section	Sent Date	#	Rev.	Distributed Date	Returned Date	Ball In Court
2 006-01 - Plumbing Piping Specialties	Approved	22 10 06 Plumbing Piping Specialties	01/09/ 2018	22 10 06-1	0	01/16/18	01/09/ 2018 01/15/ 2018	
2 000-01 - Plumbing Fixtures	Approved	22 40 00 Plumbing Fixtures		22 40 00-1	0	01/30/18	01/15/ 2018 01/29/ 2018	
2 526-01r1 - Grounding & Bonding	Approved	26 05 26 Grounding and Bonding for Electrical Systems	12/08/ 2017	26 05 26-1	1	12/18/17	12/08/ 2017 12/12/ 2017	
2 000-03 - Lighting Control System & Devices	Approved	26 09 23 Lighting Control Devices		26 09 23-1	0	01/16/18	01/09/ 2018 01/15/ 2018	
2 100-01 - Interior Lighting (Nuke Exit)	Approved	26 51 00 Interior Lighting	03/16/ 2018 03/16/ 2018	26 51 00-1	0	03/21/18	03/16/ 2018 03/19/ 2018	
3 313-01 - Concrete Paving (Mix Designs)	Approved	32 13 13 Concrete Paving	12/08/ 2017	32 13 13-1	0	12/18/17	12/08/ 2017 12/12/ 2017	
0 150-01 - Contractor Safety (Manual)	Approved	014050 Contractor Safety	11/15/ 2017	014050-1	0	12/04/17	11/16/ 2017	
3 100-01 - Earthwork (Pad Cert)	Approved	312000 Earth Work	01/01/ 2018	312000-1	0	01/10/18	01/01/ 2018 01/09/ 2018	
Approved as Noted								
0 100-03r1 - Cast-In-Place Concrete (Rebar)	Approved as Noted	03 30 00 Cast-In-Place Concrete	12/14/ 2017 12/14/ 2017	03 30 00-3	1	12/18/17	12/14/ 2017 12/18/ 2017	
0 100-01 - Concrete Unit Masonry	Approved as Noted	04 22 00 Concrete Unit Masonry	11/13/ 2017	04 22 00-1	0	11/13/17	11/13/ 2017	
04 2200-02r1 - Concrete Unit Masonry (Rebar)	Approved as Noted	04 22 00 Concrete Unit Masonry	02/22/ 2018 02/27/ 2018	04 22 00-2	2	03/08/18	02/27/ 2018 03/07/ 2018	
05 1200-01 - Struc Steel Fra. (Anchor Bolt-Embed)	Approved as Noted	05 12 00 Structural Steel Framing	12/12/ 2017	05 12 00-1	0	12/22/17	12/12/ 2017 12/21/ 2017	
05 1200-01 - Struc Steel Fra. (Anchor Bolt-Embed)	Approved as Noted	05 12 00 Structural Steel Framing	12/22/ 2017	05 12 00-1	1	12/22/17	12/22/ 2017 12/22/ 2017	

Title	Status	Spec Section	Sent Date	#	Rev.	Distributed Date	Returned Date	Bill In Court
0 - 200-021 - Struc Steel (Shop Dwgs)	Approved as Noted	05 12 00 Structural Steel Framing	02/19/ 2018 02/19/ 2018	05 12 00-2	1	03/08/18	02/19/ 2018 03/07/ 2018	
0 - 000-01r2 - Cold Form Metal Framing	Approved as Noted	05 40 00 Cold Formed Metal Framing	02/28/ 2018 03/01/ 2018 03/01/ 2018	05 40 00-1	2	03/13/18	03/01/ 2018 03/09/ 2018	
0 - 113-01 - Built-Up Asphalt Roofing	Approved as Noted	07 51 13 Built-up Asphalt Roof	01/15/ 2018	07 51 13-1	0	01/30/18	01/15/ 2018 01/29/ 2018	
0 - 200-01 - Joint Sealers	Approved as Noted	07 9200 Joint Sealers	01/22/ 2018 01/22/ 2018	07 9200-1	1	01/30/18	01/22/ 2018 01/29/ 2018	
0 - 200-02 - Joint Sealers (color chart)	Approved as Noted	07 9200 Joint Sealers	01/23/ 2018 01/25/ 2018	07 9200-2	0	02/01/18	01/25/ 2018 01/31/ 2018	
0 - 113-01 - Hollow Metal Doors & Frames	Approved as Noted	08 11 13 Hollow Metal Doors and Frames	01/08/ 2018	08 11 13-1	0	01/16/18	01/08/ 2018 01/15/ 2018	
0 - 116-01 - Flush Wood Doors	Approved as Noted	08 14 16 Flush Wood Doors	01/11/ 2018 01/11/ 2018	08 14 16-1	0	01/22/18	01/11/ 2018 01/15/ 2018	
0 - 113-01 - Glazed Alum. Curtain Walls	Approved as Noted	08 44 13 Glazed Aluminum Curtain Walls		08 44 13-1	0	01/30/18	01/29/ 2018	
0 - 113-03 - Glazed Alum. Curtain Walls (color chart)	Approved as Noted	08 44 13 Glazed Aluminum Curtain Walls	01/23/ 2018 01/25/ 2018	08 44 13-3	0	02/01/18	01/25/ 2018 01/31/ 2018	
08 - 00-01 - Door Hardware	Approved as Noted	08 71 00 Door Hardware	01/15/ 2018	08 71 00-1	0	02/01/18	01/15/ 2018 01/31/ 2018	
09 2216.3-01r1 - Metal Stud Frame-Non-Struc (rev)	Approved as Noted	09 22 16 Non-Structural Metal Framing	01/23/ 2018 01/23/ 2018	09 22 16-1	1	01/30/18	01/23/ 2018 01/29/ 2018	
09 2400-01 - Cement Plaster	Approved as Noted	09 24 00 Cement Plaster	01/11/ 2018	09 24 00-1	0	01/23/18	01/11/ 2018 01/22/ 2018	

Title	Status	Spec Section	Sent Date	#	Rev.	Distributed Date	Returned Date	Ball In Court
0 900-01 - Gypsum Board	Approved as Noted	09 29 00 Gypsum Board		09 29 00-1	0	01/10/18	12/28/ 2017 01/09/ 2018	
0 013-01 - Ceramic Tile	Approved as Noted	09 30 13 Ceramic Tile		09 30 13-1	0	01/30/18	01/11/ 2018 01/29/ 2018	
0 513-01 - Resilient Wall Base - Carpet	Approved as Noted	09 65 13 Resilient Wall Base and Accessories		09 65 13-1	0	01/30/18	01/11/ 2018 01/29/ 2018	
1 000-02 - Specialties (Basketball)	Approved as Noted	10 0000 Specialties	01/23/ 2018 01/25/ 2018	10 0000-2	0	02/07/18	01/25/ 2018 02/05/ 2018	
1 113-01 - Toilet Partitions	Approved as Noted	10 21 13 Toilet Partitions		10 21 13-1	0	01/15/18	12/27/ 2017 01/15/ 2018	
1 300-01-1 - Toilet Accessories	Approved as Noted	10 28 00 Toilet Accessories	01/23/ 2018	10 28 00-1	1	02/13/18	01/29/ 2018 02/05/ 2018	
1 100-01 - Playground Surfacing	Approved as Noted	11 0000 Playground Surfacing	12/14/ 2017	11 0000-1	0	01/16/18	12/14/ 2017 01/15/ 2018	
2 300-01 - Fire-Suppression Sprinkler Sys	Approved as Noted	21 13 00 Fire Suppression Sprinkler Systems	03/06/ 2018	21 13 00-1	0	03/06/18	01/15/ 2018 03/06/ 2018	
2 300-01 - Plumbing Equipment	Approved as Noted	22 30 00 Plumbing Equipment	01/15/ 2018	22 30 00-1	0	01/23/18	01/15/ 2018 01/22/ 2018	
2 600-01 - General Electrical	Approved as Noted	26 00 10 Basic Electrical Requirements	11/29/ 2017 12/07/ 2017	26 00 10-1	0	12/18/17	12/07/ 2017	
2 60000-02 - Low-Volt Trans, Switchbrds, Panelbrds	Approved as Noted	26 00 10 Basic Electrical Requirements	11/30/ 2017 12/06/ 2017	26 00 10-2	0	12/18/17	12/06/ 2017 12/12/ 2017	
2 60000-04-1 - Interior & Exterior Lighting	Approved as Noted	26 00 10 Basic Electrical Requirements	03/06/ 2018 03/16/ 2018	26 00 10-4	1	03/21/18	03/08/ 2018 03/16/ 2018	

Title	Status	Spec Section	Sent Date	#	Rev.	Distributed Date	Returned Date	Ball In Court
2 1000-01 - Low-Voltage (Package)	Approved as Noted	27 0000 Communications	01/10/ 2018	27 0000-1	0	01/23/18	01/10/ 2018 01/22/ 2018	
3 113-01 - Chain Link Fences & Gates	Approved as Noted	32 31 13 Chainlink Fencing	01/08/ 2018	32 31 13-1	0	01/23/18	01/08/ 2018 01/22/ 2018	
Closed								
0 000-03 - Cast-In-Place Concrete (Rebar)	Closed	03 30 00 Cast-In-Place Concrete	11/30/ 2017 12/01/ 2017	03 30 00-3	0	12/12/17	12/01/ 2017 12/11/ 2017	
0 543-01 - Abrasive Honed Conc Floors	Closed	03 35 43 Honed Concrete Finish		03 35 43-1	0		01/29/ 2018	
0 200-02 - Concrete Unit Masonry (Rebar & Mix)	Closed	04 22 00 Concrete Unit Masonry		04 22 00-2	0	12/01/17	12/01/ 2017 12/11/ 2017	
0 200-02/1 - Concrete Unit Masonry (Rebar)	Closed	04 22 00 Concrete Unit Masonry	12/22/ 2017 12/26/ 2017	04 22 00-2	1	01/10/18	12/26/ 2017 01/09/ 2018	
0 200-02 - Struc Steel (Shop Dwgs)	Closed	05 12 00 Structural Steel Framing	01/08/ 2018	05 12 00-2	0	01/23/18	01/08/ 2018 01/22/ 2018	
0 200-04 - Struc Steel (Weld Procedures)	Closed	05 12 00 Structural Steel Framing	01/08/ 2018	05 12 00-4	0	01/22/18	01/08/ 2018 01/22/ 2018	
0 200-01 - Cold Form Metal Framing	Closed	05 40 00 Cold Formed Metal Framing		05 40 00-1	0	01/11/18	01/01/ 2018 01/09/ 2018	
0 200-01/1 - Cold Form Metal Framing	Closed	05 40 00 Cold Formed Metal Framing	01/23/ 2018 01/23/ 2018	05 40 00-1	1	02/01/18	01/23/ 2018 01/31/ 2018	
07 9200-01 - Joint Sealers	Closed	07 9200 Joint Sealers		07 9200-1	0	01/22/18	01/22/ 2018	
08 000-01 - Overhead Door	Closed	08 0000 Overhead Door		08 0000-1	0	12/26/17	12/14/ 2017 12/21/ 2017	
08 8000-01 - Glazing	Closed	08 80 00 Glazing		08 80 00-1	0	01/15/18	01/15/ 2018	

Title	Status	Spec Section	Sent Date	#	Rev.	Distributed Date	Returned Date	Bill In Court
0 4000-02 - 3-Form Panel Cube	Closed	08 4000 Specialty Windowa	01/29/ 2018	08 4000-2	0	01/29/18	01/29/ 2018	
C 4000-03 - 3-Form Panel Cube (sample)	Closed	08 4000 Specialty Windowa	01/23/ 2018	08 4000-3	0	02/13/18	02/13/ 2018	
0 2216-3-01 - Metal Stud Frame-Non-Struc (rev)	Closed	09 22 16 Non-Structural Metal Framing		09 22 16-1	0	12/27/17	12/26/ 2017	
0 513-01 - Resilient Wall Base - Carpet	Closed	09 68 13 Tile Carpeting	01/15/ 2018	09 68 13-1	0	01/30/18	01/15/ 2018 01/29/ 2018	
1 0000-01 - Specialties (Lockers)	Closed	10 0000 Specialties	01/29/ 2018	10 0000-1	0	01/29/18	01/29/ 2018	
1 800-01 - Toilet Accessories	Closed	10 28 00 Toilet Accessories	12/27/ 2017	10 28 00-1	0	12/27/17	12/27/ 2017	
2 300-011-1 - Fire Suppression Sprinkler Sys	Closed	21 13 00 Fire Suppression Sprinkler Systems	02/15/ 2018 03/08/ 2018	21 13 00-1	1	03/08/18	03/08/ 2018	
2 000-01 - HVAC System	Closed	23 00 10 Basic Mechanical Requirements		23 00 10-1	0	01/22/18	01/22/ 2018	
2 000-04 - Interior & Exterior Lighting	Closed	26 00 10 Basic Electrical Requirements		26 00 10-4	0	01/16/18	01/08/ 2018 01/15/ 2018	
1 Review CM/GC/AE/PM								
0 000-04 - Cast-In-Place Conc (Floor Flatness)	In Review CM/GC/AE/PM	03 30 00 Cast-In-Place Concrete	07/28/ 2018	03 30 00-4	0			Rudge, David (Garcon)
0 000-01 - Stainless Steel Cabinets	In Review CM/GC/AE/PM	06 40 00 Architectural Woodwork	12/27/ 2017	06 40 00-1	0		12/27/ 2017 03/26/ 2018	Rudge, David (Garcon)
0 200-011-1 - Sheet Metal Flashing & Trim	In Review CM/GC/AE/PM	07 62 00 Sheet Metal Flashing and Trim	03/19/ 2018 03/21/ 2018 03/21/ 2018	07 62 00-1	1		03/21/ 2018	Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)
08 4413-0211 - Glazed Alum. Curtain Wall (Shop Dwgs)	In Review CM/GC/AE/PM	08 44 13 Glazed Aluminum Curtain Walls	03/19/ 2018 03/21/ 2018 03/21/ 2018	08 44 13-2	1		03/21/ 2018	Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)
08 4000-0111 - Alum. Transaction Window	In Review CM/GC/AE/PM	08 4000 Specialty Windowa	03/19/ 2018 03/21/ 2018	08 4000-1	1		03/21/ 2018	Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)

Title	Status	Spec Section	Sent Date	#	Rev.	Distributed Date	Returned Date	Ball In Court
23000-0112 - HVAC System	In Review CM/GC/AE/PM	23 00 10 Basic Mechanical Requirements	03/21/ 2018				03/16/ 2018	
			03/16/ 2018	23 00 10-1	2		03/26/ 2018	Rudge, David (Gafcon)
OPEN								
1310-011 - Signs	Open	10 43 10 Signs	03/22/ 2018				03/26/ 2018	
			03/26/ 2018	10 43 10-1	1			Gupta, Pritwish (Berliner Architects)
			03/26/ 2018					Zhou, Justin (Berliner Architects)
Revise & Resubmit								
0000-02 - Cast-In-Place Concrete (Sealer)	Revise & Resubmit	03 30 00 Cast-In-Place Concrete	11/16/ 2017			12/12/17	11/16/ 2017	
			11/29/ 2017	03 30 00-2	0		12/05/ 2017	
0000-01 - Metal Decking	Revise & Resubmit	05 30 00 Metal Decking				02/01/18	01/15/ 2018	
			03/13/ 2018	05 30 00-1	0		01/31/ 2018	
			03/15/ 2018		1	03/21/18	03/16/ 2018	
0 - 413-02 - Glazed Alum. Curtain Walls (Shop Dwg)	Revise & Resubmit	08 44 13 Glazed Aluminum Curtain Walls	01/25/ 2018			02/13/18	01/25/ 2018	
				08 44 13-2	0		02/12/ 2018	
0 000-01 - Alum. Transaction Window	Revise & Resubmit	08 4000 Specialty Window				01/30/18	01/11/ 2018	
				08 4000-1	0		01/29/ 2018	
1 310-01 - Signs	Revise & Resubmit	10 43 10 Signs				01/16/18	01/09/ 2018	
				10 43 10-1	0		01/15/ 2018	
23 0000-0111 - HVAC System	Revise & Resubmit	23 00 10 Basic Mechanical Requirements	03/05/ 2018			03/08/18	03/05/ 2018	
				23 00 10-1	1		03/07/ 2018	

RFI Log Report

RFIS

Group	RFI #	Subject	Due Date
Status: Closed			
	GYM-001	Auto CAD Drawing files	11/30/2017
	GYM-002	G-A2.11 West Elevation	11/30/2017
	GYM-003	E005 & GE 1.11	12/04/2017
	GYM-004	L1GA-21 Schedule	12/04/2017
	GYM-005	Type "F16" Fixtures	12/04/2017
	GYM-006	CMU courses to finish floor	11/30/2017
	GYM-007	Color Confirmation	11/30/2017
	GYM-008	Dimension for Fire Riser/Electric Rooms	12/05/2017
	GYM-009	Location for 1" PA	12/05/2017
	GYM-010	Conduit under SOG	12/11/2017
	GYM-011	Conduits in CMU	12/12/2017
	GYM-012	Footings/Conduit Conflict	12/12/2017
	GYM-013	E0.11 Note #17 vs #18	12/06/2017
	GYM-014	Electrical Room Layout	12/05/2017
	GYM-015	Camera Locations	12/11/2017
	GYM-016	Finish Floor Elevation	12/08/2017
	GYM-017	Well Din. in room 8 Storage	12/13/2017
	GYM-018	Vent for Sink/Floor Drain	12/13/2017
	GYM-019	Note FC-2	12/07/2017
	GYM-013R1	E0.11 Note #17 vs #18	12/18/2017
	GYM-020	OVERRIDE SWITCH	12/19/2017
	GYM-021	WINDOW CONFORMATION	12/21/2017
	GYM-022	Omit detail 3/S3.01	12/21/2017
	GYM-023	CONTROL JOINTS	12/21/2017
	GYM-056	WALL TYPE BB 2X4 WOOD	01/23/2018
	GYM-032	Plumbing Pipes in CMU Walls	12/19/2017
	GYM-026	Dimensions between Office & Servery	12/19/2017
	GYM-034	Fire Alarm Power Supply	12/29/2017
	GYM-028	2" Conduit in Standard Boxes	12/29/2017
	GYM-031	Circuit for FC-2	12/27/2017
	GYM-035	Different Quantities and Lighting Types	12/27/2017
	GYM-027	Lighting in Fire Sprinkler Room	12/29/2017
	GYM-039	Control for the Exhaust Fan in Electrical Room	12/29/2017

Group	RFI #	Subject	Due Date
	GYM-030	Sewer Pipe Through GB2	12/26/2017
	GYM-029	WH-3 in Storage	12/29/2017
	GYM-033	EF-1 Controls	12/27/2017
	GYM-052	SCOREBOARD	01/18/2018
	GYM-036	Height of Speaker and Strobes	
	GYM-024	Receptacles at Padding areas	
	GYM-037	Padding Elevation	12/29/2017
	GYM-038	AIR CURTAIN	01/12/2018
	GYM-047	ROOF ACCESS/ TIE OFF POINTS	01/15/2018
	GYM-041	Infill Windows on East Elevation	01/10/2018
	GYM-042	Gym Floor Covering	01/10/2018
	GYM-043	Tile in Restrooms	01/15/2018
	GYM-044	S2.04-G EPOXY REBAR	01/11/2018
	GYM-045	S2.04-G EPOXY REBAR (ALTERNATIVE)	01/11/2018
	GYM-048	Concrete Finishes	
	GYM-049	Height of Masonry wall Office and Servery	01/15/2018
	GYM-051	Column at Curtain Wall	
	GYM-050	Response for RFI #44 AS-BUILD REBAR	01/17/2018
	GYM-053	EPOXY DETAIL for #8 REBAR	01/19/2018
	GYM-054	Exterior Hose Bibs	01/22/2018
	GYM-057	Ceiling in IT / Lighting / Audio Control	01/23/2018
	GYM-055	Water Heater #1 / Circulating Pump	01/22/2018
	GYM-058	5/5802 WT Decking Support	01/23/2018
	GYM-059	Detail for 12" to 8" intersection	01/29/2018
	GYM-025	Wall between Restrooms	01/24/2018
	GYM-060	POST PLACEMENT	02/05/2018
	GYM-063	Lighting Submittals Questions	02/08/2018
	GYM-061	Control Joint Layout	02/06/2018
	GYM-062	DOOR 126.7 & 126.8	02/06/2018
	GYM-064	Curtain Wall Location	02/12/2018
	GYM-068	FENCING AROUND GYM BUILDING	02/27/2018
	GYM-067	RESTROOM WALL	02/27/2018
	GYM-066	STEEL BEAM SEAT	02/22/2018
	GYM-070	REQUEST TO USE SHORT SLOTS FOR BEAM TO CMU WALL.	02/28/2018
	GYM-074	No Exit Sign / RFI #63	03/08/2018
	GYM-069	TC Bolts for Structural Bolting	02/28/2018
	GYM-071	ACI vs AISC Specification Discrepancy	03/05/2018
	GYM-072	SMOKE DEECTECTORS	03/05/2018

Group	RFI #	Subject	Due Date
	GYM-073	Nema Box	03/05/2018
	GYM-078	BASKETBALL KEY AND COLORS	03/19/2018
	GYM-075	Deferred Approval Basketball system	03/08/2018
	GYM-040	New Tem Fence Line	
	GYM-079	#80 ultima base sheet which GAF	03/19/2018
	GYM-080	Power for Split Unit	03/22/2018
	GYM-076	F14 Fixtures Boxes Mounting	03/19/2018
	GYM-077	Returned Submittal 05 3000-01 Metal Decking (R&R)	03/19/2018
	GYM-081	Detail 5/51.05 is not called out on plans	03/22/2018
	GYM-082	Clashing at skewed beam. New detail needed	03/22/2018
	GYM-082R1	Clashing at Skewed beam R1	03/26/2018
	GYM-083	Wall Pad Confirmation	
	GYM-082R2	Clashing at Skewed Beam R2	03/27/2018
	GYM-084	Basketball I Beams	03/28/2018
Status: Draft		Basketball Court Layout	
Status: Open			
	GYM-046	Interior Roll Up Door in Servery	01/12/2018
	GYM-065	Traffic Mitigation Measures	02/19/2018
	GYM-086	Fixture Schedule	03/28/2018
	GYM-085	Split Unit Platform	03/28/2018



MSA - Gymnasium Project Bond Requisition No. 04
Change Order, PCO and Contingency Draw Down Logs
 March 28, 2018



Potential Change Order Log										
No.	Description	Originating Document	Status	Date Settled	Contractor Total	Gafcon Total	Variance	Agreed to Amount	Total Days	Comments
CO #01	Non-Compensatory Time Extension	N/A	Closed	12/13/17	\$ -	\$ -	\$ -	\$ -	94	
PCO #02	Contractor to provide and install power for fire alarms	RFI #34	Closed	01/30/18	\$ 3,826.00	\$ 3,055.47	\$ 770.53	\$ 3,440.25	0	
PCO #03	Contractor to provide and install power for water heater	RFI #29	Closed	01/30/18	\$ 1,311.00	\$ 852.82	\$ 458.18	\$ 1,096.33	0	
PCO #04	Credit for deleting windows at east masonry wall	CCD #07	In Review		\$ (101,259.00)					
PCO #05	Credit for deleting Anti-Graffiti, Floor Fin. & Lockers	ASI #01	In Review		\$ (28,203.00)					
PCO #06	Furnish & install of new gym rubberized floor	ASI #01	In Review		\$ 109,383.00					Add 7 working days to contract
PCO #07	Furnish & install plaster at column	RFI #51	In Review		\$ 4,138.00					Forward to Architect to confirm
PCO #08	Furnish & install str. metal cap between curtain wall & parapet wall	Submittal	In Review		\$ 4,164.00					
PCO #09	Provide power and thermostat to control EF-21	RFI #39	In Review		\$ 497.00					
PCO #10	Furnish & install electrical upgrade to HP-1	RFI #80	In Review		\$ 351.00					
PCO #11	Furnish & install power & switch basketball back boards	RFIs 75 & #78			\$ 19,210.00					Urgent
12	Potential Cost Associated w/Fire Sprinkler Riser	N/A	Pending		\$ 14,000.00					ROM, COR not submitted by RC
13	Revision to kitchen servery	NA	Pending		\$ 8,000.00					Cost is only ROM
Potential Change Order Total					\$ 35,418.00	\$ 3,908.29	\$ 1,228.71	\$ 4,536.58	94	

Contingency Draw Down Log										
No.	Description	Originating Document	Agreement Date	Agreed to Amount	Beginning Balance	Remaining Balance	Comments			
1	Project Construction Contingency Starting Balance				\$ 112,544.89					
PCO #02	Contractor to provide and install power for fire alarms	RFI #34	01/30/18	\$ 3,440.25		\$ 109,104.64	Design omission			
PCO #03	Contractor to provide and install power for water heater	RFI #29	01/30/18	\$ 1,096.33		\$ 108,008.31	Design omission			



Meeting #13

Gafcon, Inc.
5960 Cornerstone Court West, Suite 100
San Diego, California 92121
Phone: (858) 875-0010

Project: 01428.001 - Magnolia Science Academy, Santa Ana
2840 West First Street
Santa Ana, California 92703

Magnolia Science Academy - Gymnasium Project Minutes

MEETING DATE: 03/06/2018

MEETING TIME: 9:00 AM - 10:00 AM Pacific Time (US & Canada)

MEETING LOCATION: MSA- GYM Construction Trailer

OVERVIEW:

The purpose of the weekly project progress meeting is to establish the status of the project. Review of the work that has been accomplished, discuss anticipated progress during the following weeks, and review critical operations and potential problems. The meeting will review any safety or local community concerns, review the status of submittals, shop drawings, RFI's, potential unforeseen cost, change orders and Owner request for estimates. Other ancillary topic will be review the status of payment applications, IOR QA/QC issues and updating of the as-built documents.

NOTES:

ATTACHMENTS:

ATTENDEES:

Name	Company	Phone Number	Email	Attendance
Pritwish Gupta	Berliner Architects	Tel: (310) 838-2100	prithwishg@berliner-architects.com	Absent
Justin Zhou	Berliner Architects	Tel: (310) 838-2100	justinz@berliner-architects.com	Present
Mike Lengyel	Gafcon	Tel: (858) 875-0010	mlengyel@gafcon.com	Present
David Rudge	Gafcon	Tel: (858) 875-0085	drudge@gafcon.com	Absent
Ron Takaki	Gafcon	Tel: (858) 875-0071	rtakaki@gafcon.com	Present
Bill Dugan	Inland Inspections & Consulting	Tel: (951) 697-1000	bill.dugan@inlandinspections.biz	Present
Erdinc Acar	Magnolia Public Schools	Tel: (213) 628-3634	eracar@magnoliapublicschools.org	Absent
Patrick Ontiveros	Magnolia Public Schools	Tel: (213) 628-3634	pontiveros@magnoliapublicschools.org	
Gary Baird	R.C. Construction Services, Inc.	Tel: (909) 829-3688	gary.baird@rcconstruction.com	Present
Jon Wollam	R.C. Construction Services, Inc.	Tel: (909) 829-3688	jon.wollam@rcconstruction.com	Present

Meeting Minutes

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
1.1	1	Approval of Meeting Minutes	David Rudge (Gafcon)	02/ 20/ 2018	Low	Open
Official Documented Meeting Minutes: 1. Meeting minutes from 02-27-18 APPROVED						

Safety/Security

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
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These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



Meeting #13

2.1	1	General Safety Issues	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. Proposed plan for a construction fence height extension to mitigate the P.E. balls coming over the fence. CLOSED BIC: RCC -Fence height extension would not be high enough						
2.2	1	Sub-Contractor Safety	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. Safety meeting topic: back injury prevention. INFORMATION ONLY See attached safety meeting topic						

Campus/Community Concerns

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
3.1	1	Review of Issues	David Rudge (Gafcon)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. No concerns INFORMATION ONLY						

Previous Meeting Open Issues

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
4.1	1	Open Issue	David Rudge (Gafcon)	02/ 20/ 2018	High	Open

Project Schedule

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
5.1	1	Impacts to the Project	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open
5.2	1	Review of Previous Week Works	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	Low	Open
Official Documented Meeting Minutes: 1. Construction, grouting and delivery of CMU block ON GOING						
5.3	1	2 Week Look Ahead Schedule		02/ 13/ 2018	Medium	Open
Description: Work in progress and upcoming work.						
Attachments: RCC 3 week 20180212.pdf						
Official Documented Meeting Minutes: 1. Construction of CMU block walls. INFORMATION ONLY 2. Wall rebar placement. INFORMATION ONLY 3. Electrical in CMU. INFORMATION ONLY						
5.4	1	Baseline/Monthly Project Schedule Updates	Jon Wollam (R.C. Construction Services, Inc.)	02/ 20/ 2018	Medium	Open
Official Documented Meeting Minutes: 1. Monthly project schedule update will be included in this month's pay applications. INFORMATION ONLY						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



Meeting #13

Review of Project Logs						
No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
6.1	1	Submittals/Shop Drawings	David Rudge (Gafcon)	02/ 20/ 2018	Medium	Open
Attachments: MSA-GYM Submittal Log 20180227.pdf						
Official Documented Meeting Minutes: 1. Submittal Log Status a. Submittals to date 82 b. Submittals approved to date 53 c. Submittals in review 4 d. Submittals revise and resubmit 10 e. Submittals closed 15 2. Critical Submittal's a. 05-12-00-2r1 Structural Steel Framing CLOSED BIC: BERLINER b. 05-12-00-3r1 Structural Steel Welding CLOSED BIC: BERLINER c. 21-00-00 Fire sprinkler designe response revision CLOSED BIC: BERLINER 3. Refer to attached submittal log dated 02/20/18 INFORMATION ONLY						
6.2	1	RFIs	Richard Berliner (Berliner Architects), David Rudge (Gafcon)	02/ 20/ 2018	High	Open
Attachments: MSA-GYM RFI Log Report 20180227.pdf						
Official Documented Meeting Minutes: 1. RFI Log Status a. RFI's to date 74 b. RFI's responded back to Contractor to date 68 c. RFI's Drafts (not formally submitted) 1 d. RFI's Open 5 2. Critical RFI's (in order of importance) a.RFI-046 b.RFI-047 CLOSED c.RFI-071 3. Refer to attached RFI log dated 02/27/18 INFORMATION 4. Need response from owner regarding RFI-067. OPEN BIC: MPS						
6.3	1	ASI's/Bullitens/CCD's	David Rudge (Gafcon)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. Electrical ASI fort backboard.						
6.4	1	Owner Request for Estimates	David Rudge (Gafcon)	02/ 20/ 2018	Medium	Open
Official Documented Meeting Minutes: 1. Estimates for the ASIs will be distributed at the 3/6 Weekly Construction meeting. OPEN BIC: RCC						
6.5	1	Contractor Change Order Request	David Rudge (Gafcon)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. None at this time. INFORMATION ONLY						
6.6	1	Change Orders	David Rudge (Gafcon)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. COR#1 Time Extension CLOSED BIC:MPS (2/13/2018) 2. COR #2 Life Safety power supply have been signed. CLOSED 3. COR #3 Water heater power supply have been signed. CLOSED 4. ROM for Fire Riser (\$7500) INFORMATION ONLY						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



Meeting #13

Quality Control

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
7.1	1	IOR - QA/QC Issues	Bill Dugan (Inland Inspections & Consulting)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. None at this time. INFORMATION ONLY						

Contract Documents

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
8.1	1	As-Built Documents	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	Medium	Open
Official Documented Meeting Minutes: 1. No changes to the as built documents. INFORMATION ONLY						
8.2	1	Inspection Documentation	Bill Dugan (Inland Inspections & Consulting)	02/ 20/ 2018	Medium	Open
Official Documented Meeting Minutes: 1. No comments. INFORMATION ONLY						

Payment Application

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
9.1	1	Monthly Payment Application Status	Jon Wollam (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open
Description: Update of monthly payment application status.						
Official Documented Meeting Minutes: 1. Missing Unconditional wavers will be submitted one week from Friday 03/09/2018. OPEN BIC: RCC						

New Issues

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
10.1	1	General Discussion/Action Items	David Rudge (Gafcon)	02/ 20/ 2018	High	Open

Upcoming Events

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
11.1	1	School Related Activities	Erdinc Acar (Magnolia Public Schools)	02/ 20/ 2018	Low	Open
Official Documented Meeting Minutes: 1. None noted. INFORMATION ONLY						
11.2	1	Next Progress Meeting	David Rudge (Gafcon)	02/ 20/ 2018	Low	Open
Official Documented Meeting Minutes: 1. The next meeting will held on March 13th, 2018 starting at 9:00 am at the job site trailer INFORMATION ONLY						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



Meeting #14

Gafcon, Inc.
5960 Cornerstone Court West, Suite 100
San Diego, California 92121
Phone: (858) 875-0010

Project: 01428.001 - Magnolia Science Academy, Santa Ana
2840 West First Street
Santa Ana, California 92703

Magnolia Science Academy - Gymnasium Project Minutes

MEETING DATE: 03/13/2018 **MEETING TIME:** 9:00 AM - 10:00 AM Pacific Time (US & Canada)

MEETING LOCATION: MSA- GYM Construction Trailer

OVERVIEW:

The purpose of the weekly project progress meeting is to establish the status of the project. Review of the work that has been accomplished, discuss anticipated progress during the following weeks, and review critical operations and potential problems. The meeting will review any safety or local community concerns, review the status of submittals, shop drawings, RFI's, potential unforeseen cost, change orders and Owner request for estimates. Other ancillary topic will be review the status of payment applications, IOR QA/QC issues and updating of the as-built documents.

NOTES:

ATTACHMENTS:

ATTENDEES:

Name	Company	Phone Number	Email	Attendance
Pritwish Gupta	Berliner Architects	Tel: (310) 838-2100	prithwishg@berliner-architects.com	Present
Justin Zhou	Berliner Architects	Tel: (310) 838-2100	justinz@berliner-architects.com	Present
Mike Lengyel	Gafcon	Tel: (858) 875-0010	mlengyel@gafcon.com	Present
David Rudge	Gafcon	Tel: (858) 875-0085	drudge@gafcon.com	Present
Ron Takaki	Gafcon	Tel: (858) 875-0071	rtakaki@gafcon.com	For Distribution Only
Bill Dugan	Inland Inspections & Consulting	Tel: (951) 697-1000	bill.dugan@inlandinspections.biz	Present
Erdinc Acar	Magnolia Public Schools	Tel: (213) 628-3634	eracar@magnoliapublicschools.org	Absent
Patrick Ontiveros	Magnolia Public Schools	Tel: (213) 628-3634	pontiveros@magnoliapublicschools.org	Present
Gary Baird	R.C. Construction Services, Inc.	Tel: (909) 829-3688	gary.baird@rcconstruction.com	Present
Jon Wollam	R.C. Construction Services, Inc.	Tel: (909) 829-3688	jon.wollam@rcconstruction.com	Absent

Meeting Minutes

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
1.1	1	Approval of Meeting Minutes	David Rudge (Gafcon)	02/ 20/ 2018	Low	Open
Official Documented Meeting Minutes:						
1. Meeting minutes from 03-06-18 APPROVED						

Safety/Security

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
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These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



Meeting #14

2.1	1	General Safety Issues	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. A portion of the construction fencing layout has been changed for safety purposes. INFORMATION ONLY						
2.2	1	Sub-Contractor Safety	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. Sub contractor Safety meeting was not held this week. No sub contractors on site. INFORMATION ONLY						

Campus/Community Concerns

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
3.1	1	Review of Issues	David Rudge (Gafcon)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. No concerns INFORMATION ONLY						

Previous Meeting Open Issues

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
4.1	1	Open Issue	David Rudge (Gafcon)	02/ 20/ 2018	High	Open

Project Schedule

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
5.1	1	Impacts to the Project	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open
5.2	1	Review of Previous Week Works	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	Low	Open
Official Documented Meeting Minutes: 1. Construction and grouting of CMU block. ON GOING						
5.3	1	2 Week Look Ahead Schedule		02/ 13/ 2018	Medium	Open
Description: Work in progress and upcoming work.						
Attachments: RCC 3 week 20180212.pdf						
Official Documented Meeting Minutes: 1. Embed procurement. INFORMATION ONLY Attached is RCC 3 week look ahead schedule.						
5.4	1	Baseline/Monthly Project Schedule Updates	Jon Wollam (R.C. Construction Services, Inc.)	02/ 20/ 2018	Medium	Open
Official Documented Meeting Minutes: 1. Monthly schedule update to contain a task percent complete information. BIC: RCC OPEN						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



Meeting #14

Review of Project Logs						
No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
6.1	1	Submittals/Shop Drawings	David Rudge (Gafcon)	02/ 20/ 2018	Medium	Open
Attachments: MSA-GYM Submittal Log 20180313.pdf						
Official Documented Meeting Minutes: 1. Submittal Log Status a. Submittals to date 88 b. Submittals approved to date 58 c. Submittals in review 4 d. Submittals revise and resubmit 10 e. Submittals closed 16 2. Critical Submittal's a. None noted INFORMATION ONLY 3. Refer to attached submittal log dated 03/13/18 INFORMATION ONLY						
6.2	1	RFIs	Richard Berliner (Berliner Architects), David Rudge (Gafcon)	02/ 20/ 2018	High	Open
Attachments: MSA-GYM RFI Log Report 20180313.pdf						
Official Documented Meeting Minutes: 1. RFI Log Status a. RFI's to date 80 b. RFI's responded back to Contractor to date 73 c. RFI's Drafts (not formally submitted) 1 d. RFI's Open 6 2. Critical RFI's (in order of importance) a. RFI-046 CLOSED b. RFI-047 CLOSED c. RFI-071 CLOSED 3. Refer to attached RFI log dated 03/13/18 INFORMATION 4. Need response from owner regarding RFI-047. OPEN BIC: MPS 5. More information needed a. RFI-072 - Need location/diagram BIC:Berliner OPEN b. RFI-075- Need sketch for location and 1 or 2 switches? BIC:Berliner OPEN						
6.3	1	ASI's/Bullitens/CCD's	David Rudge (Gafcon)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. Electrical ASI for basketball backboard. BIC:Berliner OPEN						
6.4	1	Owner Request for Estimates	David Rudge (Gafcon)	02/ 20/ 2018	Medium	Open
Official Documented Meeting Minutes: 1. Estimates for the ASIs will be distributed at the 3/6 Weekly Construction meeting. BIC: RCC OPEN (02/27/18)						
6.5	1	Contractor Change Order Request	David Rudge (Gafcon)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. COR request for the ASI deduction and additions BIC: RCC OPEN						
6.6	1	Change Orders	David Rudge (Gafcon)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. None at this time. INFORMATION ONLY						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



Meeting #14

Quality Control						
No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
7.1	1	IOR - QA/QC Issues	Bill Dugan (Inland Inspections & Consulting)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. Need status on embed bolts and ledgers. BIC:RCC OPEN						

Contract Documents						
No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
8.1	1	As-Built Documents	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	Medium	Open
Official Documented Meeting Minutes: 1. No changes noted at this time. INFORMATION ONLY						
8.2	1	Inspection Documentation	Bill Dugan (Inland Inspections & Consulting)	02/ 20/ 2018	Medium	Open
Official Documented Meeting Minutes: 1. No comments. INFORMATION ONLY						

Payment Application						
No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
9.1	1	Monthly Payment Application Status	Jon Wollam (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open
Description: Update of monthly payment application status.						
Official Documented Meeting Minutes: 1. Missing Unconditional waivers. Will be submitted one week from Friday 03/09/2018. BIC: RCC OPEN (2/27/18)						

New Issues						
No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
10.1	1	General Discussion/Action Items	David Rudge (Gafcon)	02/ 20/ 2018	High	Open
Official Documented Meeting Minutes: 1. R.C Construction Services a. No comment at this time. INFORMATION ONLY 2. Inspector of Record a. No comment at this time. INFORMATION ONLY 3. Berliner a. No comments at this time. INFORMATION ONLY 4. Gafcon a. Discussion about the Options from the health department regarding the Servery Option A from the Berliner email was chosen by the owner. Which states to keep the 3 compartment sink and epoxy paint for the south wall of the servery. b. Need ASI for the servery BIC:Berliner OPEN 5. MPS						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

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Meeting #14

a. Estimates for the ASIs **BIC: RCC OPEN**

Upcoming Events

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
11.1	1	School Related Activities	Erdinc Acar (Magnolia Public Schools)	02/ 20/ 2018	Low	Open
Official Documented Meeting Minutes: 1. None noted. INFORMATION ONLY						
11.2	1	Next Progress Meeting	David Rudge (Gafcon)	02/ 20/ 2018	Low	Open
Official Documented Meeting Minutes: 1. The next meeting will held on March 20th, 2018 starting at 9:00 am at the job site trailer. INFORMATION ONLY						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



Meeting #15

Gafcon, Inc.
5960 Cornerstone Court West, Suite 100
San Diego, California 92121
Phone: (858) 875-0010

Project: 01428.001 - Magnolia Science Academy, Santa Ana
2840 West First Street
Santa Ana, California 92703

Magnolia Science Academy - Gymnasium Project Minutes

MEETING DATE: 03/20/2018

MEETING TIME: 9:00 AM - 10:00 AM Pacific Time (US & Canada)

MEETING LOCATION: MSA- GYM Construction Trailer

OVERVIEW:

The purpose of the weekly project progress meeting is to establish the status of the project. Review of the work that has been accomplished, discuss anticipated progress during the following weeks, and review critical operations and potential problems. The meeting will review any safety or local community concerns, review the status of submittals, shop drawings, RFI's, potential unforeseen cost, change orders and Owner request for estimates. Other ancillary topic will be review the status of payment applications, IOR QA/QC issues and updating of the as-built documents.

NOTES:

ATTACHMENTS:

ATTENDEES:

Name	Company	Phone Number	Email	Attendance
Pritwish Gupta	Berliner Architects	Tel: (310) 838-2100	prithwishg@berliner-architects.com	Present
Justin Zhou	Berliner Architects	Tel: (310) 838-2100	justinz@berliner-architects.com	Present
Mike Lengyel	Gafcon	Tel: (858) 875-0010	mlengyel@gafcon.com	Present
David Rudge	Gafcon	Tel: (858) 875-0085	drudge@gafcon.com	Present
Ron Takaki	Gafcon	Tel: (858) 875-0071	rtakaki@gafcon.com	For Distribution Only
Bill Dugan	Inland Inspections & Consulting	Tel: (951) 697-1000	bill.dugan@inlandinspections.biz	Present
Erdinc Acar	Magnolia Public Schools	Tel: (213) 628-3634	eracar@magnoliapublicschools.org	Absent
Patrick Ontiveros	Magnolia Public Schools	Tel: (213) 628-3634	pontiveros@magnoliapublicschools.org	Conference
Gary Baird	R.C. Construction Services, Inc.	Tel: (909) 829-3688	gary.baird@rcconstruction.com	Present
Jon Wollam	R.C. Construction Services, Inc.	Tel: (909) 829-3688	jon.wollam@rcconstruction.com	Present

Meeting Minutes

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
1.1	1	Approval of Meeting Minutes	David Rudge (Gafcon)	02/ 20/ 2018	Low	Open

Safety/Security

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
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These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



Meeting #15

2.1	1	General Safety Issues	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open
2.2	1	Sub-Contractor Safety	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open

Campus/Community Concerns

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
3.1	1	Review of Issues	David Rudge (Gafcon)	02/ 20/ 2018	High	Open

Previous Meeting Open Issues

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
4.1	1	Open Issue	David Rudge (Gafcon)	02/ 20/ 2018	High	Open

Project Schedule

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
5.1	1	Impacts to the Project	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open
5.2	1	Review of Previous Week Works	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	Low	Open
5.3	1	2 Week Look Ahead Schedule		02/ 13/ 2018	Medium	Open

Description:
Work in progress and upcoming work.

Attachments:
[RCC 3 week 20180212.pdf](#)

5.4	1	Baseline/Monthly Project Schedule Updates	Jon Wollam (R.C. Construction Services, Inc.)	02/ 20/ 2018	Medium	Open
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Review of Project Logs

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
6.1	1	Submittals/Shop Drawings	David Rudge (Gafcon)	02/ 20/ 2018	Medium	Open

Attachments:
[MSA-GYM Submittal Log 20180313.pdf](#)

6.2	1	RFIs	Richard Berliner (Berliner Architects), David Rudge (Gafcon)	02/ 20/ 2018	High	Open
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Attachments:
[MSA-GYM RFI Log Report 20180313.pdf](#)

6.3	1	ASI's/Bullitens/CCD's	David Rudge (Gafcon)	02/ 20/ 2018	High	Open
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These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



Meeting #15

6.4	1	Owner Request for Estimates	David Rudge (Gafcon)	02/ 20/ 2018	Medium	Open
6.5	1	Contractor Change Order Request	David Rudge (Gafcon)	02/ 20/ 2018	High	Open
6.6	1	Change Orders	David Rudge (Gafcon)	02/ 20/ 2018	High	Open

Quality Control

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
7.1	1	IOR - QA/QC Issues	Bill Dugan (Inland Inspections & Consulting)	02/ 20/ 2018	High	Open

Contract Documents

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
8.1	1	As-Built Documents	Gary Baird (R.C. Construction Services, Inc.)	02/ 20/ 2018	Medium	Open
8.2	1	Inspection Documentation	Bill Dugan (Inland Inspections & Consulting)	02/ 20/ 2018	Medium	Open

Payment Application

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
9.1	1	Monthly Payment Application Status	Jon Wollam (R.C. Construction Services, Inc.)	02/ 20/ 2018	High	Open
Description: Update of monthly payment application status.						

New Issues

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
10.1	1	General Discussion/Action Items	David Rudge (Gafcon)	02/ 20/ 2018	High	Open

Upcoming Events

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
11.1	1	School Related Activities	Erdinc Acar (Magnolia Public Schools)	02/ 20/ 2018	Low	Open
11.2	1	Next Progress Meeting	David Rudge (Gafcon)	02/ 20/ 2018	Low	Open

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.

Cover Sheet

Discussion of RFP for Potential Boarding School

Section: III. Discussion Items
Item: G. Discussion of RFP for Potential Boarding School
Purpose: Discuss
Submitted by:
Related Material: III G RFP for Boarding School.pdf

CHIEF EXECUTIVE OFFICE FOR
THE COUNTY OF LOS ANGELES

REQUEST FOR PROPOSALS FOR
CHARTER SCHOOL OPERATOR/DEVELOPER FOR
VERMONT MANCHESTER JOINT DEVELOPMENT TRANSIT PRIORITY PROJECT



RFP# CEO-2018-02 • March 2018 • Prepared by The County of Los Angeles





TABLE OF CONTENTS

- 1.0 Introduction and Project Objectives
- 2.0 The Opportunity
- 3.0 Additional Background
- 4.0 Submittal Requirements/Statement of Work
- 5.0 Evaluation Criteria
- 6.0 The RFP Process
- 7.0 County Standard Terms and Conditions
for Service Contracts

1.0 INTRODUCTION AND PROJECT OBJECTIVES

1.0 INTRODUCTION AND PROJECT OBJECTIVES

The Los Angeles County Chief Executive Office (CEO) is issuing this Request for Proposals (RFP) to solicit proposals for the design, construction, financing and operation of a charter college-preparatory public boarding school in South Los Angeles (School). The County of Los Angeles (County) intends to enter into a long-term agreement with a charter school developer/operator team (Team) to develop and operate a public charter boarding high school (School) as part of the Vermont and Manchester Transit Priority Joint Development Project Site, located on the east side of 8400 and 8500 blocks of South Vermont Avenue (Property). The County designed the Vermont and Manchester Transit Priority Joint Development Project to include a charter boarding high school along with a mixed-use development project comprised of affordable housing, community-serving retail and community space, a transit vocational training center, a parking structure, a publicly accessible transit plaza, and other community serving uses.

The County anticipates acquiring possession of the Property by Spring 2018. The County will retain ownership of the Property and the proposed development will be subject to a long-term ground lease.



It is the County's intention to establish a public charter college-preparatory boarding high school that will prepare Los Angeles County youth for career and college pathways in the transportation and infrastructure industry by teaching them transferrable industry skills. The County's vision is to improve social services and quality of life, increase public safety, expand educational and employment options for youth, and bring positive economic and community development to the Vermont Manchester area and surrounding community in South Los Angeles. The County intends for the proposed school to recruit a cross-section of diverse youth, including students from the local community in South Los Angeles and youth who are currently receiving services from, or at risk of entering, the County's child welfare



system, probation department / juvenile justice system, or homeless coordinated entry system (CES), with the objective of facilitating more positive life outcomes.

These *resilience youth* who have demonstrated tremendous perseverance in the face of adversity, hold enormous potential to become key leaders in our community if given the proper opportunities and tools. *Resilience youth* are students for whom high quality, trauma-informed education, healthcare, housing, mentoring, nutrition, recreational opportunities, and/or supportive services would have a **measurable impact on well-being, motivation, and self-sufficiency and offer significant prospects** they may otherwise not have been able to access.

The goal is to establish a college-bound environment for students who may benefit from a 24-hour learning experience to achieve their maximum potential, and to provide a center of excellence where youth are exposed to careers in transportation and infrastructure industries.

The County seeks to advance the role of science, technology, engineering, art and mathematics (STEAM), especially in the areas of innovation, infrastructure and transportation to help foster and create an industry talent pipeline in Los Angeles County. The County and other local municipal agencies, including the City of Los Angeles and Los Angeles County Metropolitan Transportation Authority (Metro), are investing

in new infrastructure that will expand our transit system, protect our environment, create new jobs, and improve mobility. Los Angeles is making historic investments in public infrastructure to accommodate future population growth, to achieve aggressive policy objectives, to address challenges related to water supply, energy demand, communication needs, and traffic congestion, and to position the metropolitan area to grow in a more strategic and sustainable way.

The City and County of Los Angeles are transforming and experiencing a construction boom, an explosion of infrastructure and technology, and growing employment. With the passage of Measure M in 2016 which created a half



cent increase in Los Angeles County sales tax that is anticipated to provide \$120 billion in project funding for transportation infrastructure over a 40-year period, the entire County will benefit from upgraded infrastructure and the development of new transit options, including subway lines, bus rapid transit, light rail and highways. Accordingly, the County, in partnership with Metro and other agency partners, desires to provide County youth, especially youth historically underrepresented in these fields, with the opportunity to learn about the principles of engineering, infrastructure and innovation, and prepare County youth to pursue opportunities in this growing field in Los Angeles.

The County's vision is that the School will help students better prepare for STEAM related careers in the context of the historic infrastructure boom in Los Angeles. The County desires that the School be constructed and operational no later than Fall of 2020.



2.0 THE OPPORTUNITY

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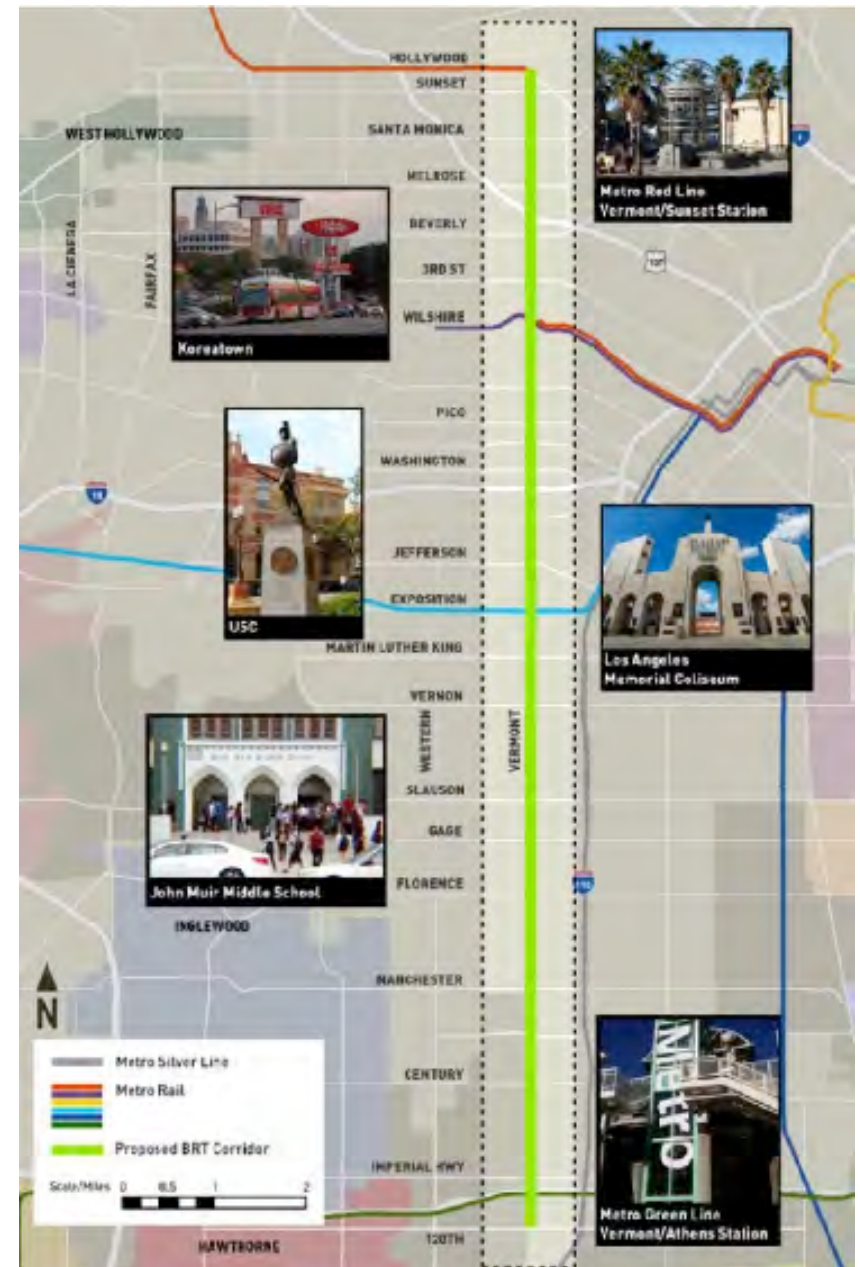
This is a chance to develop a state-of-the-art public boarding school as part of a transformative mixed-use transit-oriented development designed to revitalize the Vermont Manchester area and to help *resilience youth* in the County pursue a college education and fulfill their potential.

2.1 The Vermont Manchester Area in South LA

The Vermont Manchester Area in South Los Angeles is deserving and ready for greater investment, as the area has lagged behind other communities in Los Angeles and continues to experience a high crime rate, and a high concentration of negative land uses, which negatively impact the quality of life of residents and business owners. The County is actively working to revitalize the area by implementing the Vermont Manchester Transit Priority Joint Development Project (Transit Priority Project), located at the intersection of Vermont Avenue and Manchester Boulevard in the South Los Angeles community.

The Transit Priority Project site has remained mostly undeveloped since being decimated during the civil unrest of 1992. Over the decades, it has received more than three dozen notices of violations from the City of Los Angeles. Now, after being a source of blight for 25 years, the vacant lot spanning two city blocks in South Los Angeles is poised to be transformed into a Los Angeles County facility offering a range of critical services, including housing, transit, job training, retail, and a school for *resilience youth*.

On December 5, 2017, the Board of County Supervisors (Board) voted unanimously to adopt a Resolution of Necessity authorizing the commencement of an eminent domain action to acquire approximately 4.2 acres of real property located on the east side of the 8400 and 8500 blocks of South Vermont Avenue in the City of Los





Angeles, and certified the action pursuant to the California Environmental Quality Act (CEQA) and Sustainable Communities Strategies, Transit Priority Project exemption (California Public Resources Code sections 21155, 21155.1).

The County is expected to have possession of the Property by Spring 2018 and, thereafter, the County may enter into an Exclusive Negotiating Agreement and ultimately a long-term ground lease and separate operating agreement, which will provide for the development, delivery, and operation of the boarding school. The transactions contemplated by this RFP are authorized by, and

will be required to comply with, Government Code section 26227.

The Transit Priority Project site is located on Vermont Ave, the second-busiest transit corridor in the County, which is slated for investment in a Bus Rapid Transit (BRT) Line. The BRT Line Project is expected to receive \$25 million from Measure M and \$400 million from other sources of transit-related funding. Under the Measure M spending plan, the project is scheduled to break ground in 2024 and is anticipated to be completed between 2028 and 2030. The Transit Priority Project is adjacent to the Silver Line and the future BRT Line,

and will create a great potential to connect people to jobs and opportunities.

The Transit Priority Project is also designed to bring much needed affordable housing to the South Los Angeles community in close proximity to high quality transit. Given the Transit Priority Project's adjacency to the future Vermont BRT and the Silver Line Transitway, the Transit Priority Project will encourage the utilization of mass transit as a mode of transportation to and from the Project area.

2.2 The Project Site

The Project Site is located on the northeast corner of the Vermont and Manchester Avenue thoroughfares, as shown in Figure 1.

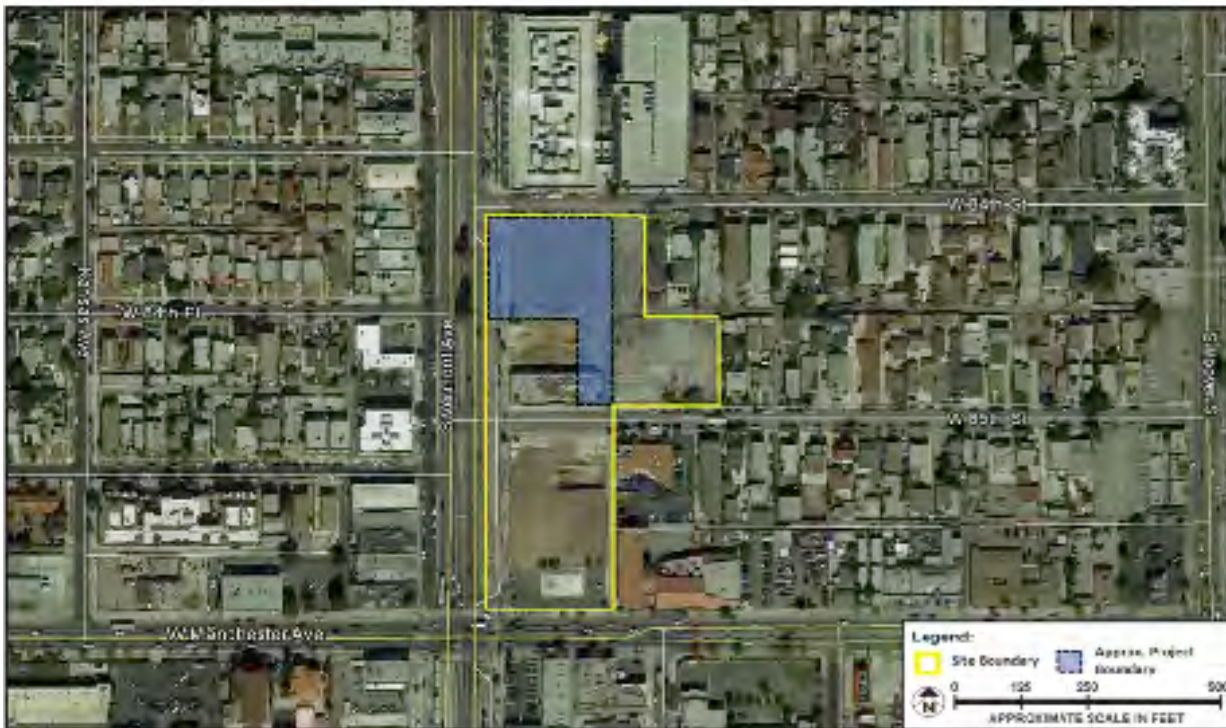
The School would be located in the northwest corner of the Project Site, at Vermont Avenue and 84th Street. The Project Site is located on a prominent corner with high visibility and

significant opportunities to catalyze additional investments in both directions along the Vermont Avenue and Manchester Avenue thoroughfares. As-built, the Project will provide an attractive development between the major traffic corridor (at Vermont and Manchester Avenues) and the surrounding residential, day care, and school uses. All four corners of the Vermont and Manchester intersection are well served by public transit, which makes the Project accessible to the large,

underserved residential population without private transportation. The site is located adjacent to a County of Los Angeles building (which houses multiple services available to the public), local retail and commercial uses along Vermont and Manchester Avenues, and the Rita D. Walters Learning Complex, which includes a Child Care Center, Youth and Family Center and an Alternative High School.

While the site is located in the City of Los Angeles, the County has asserted sovereign immunity over the Project site. Accordingly, the Transit Priority Project is not subject to most of the City of Los Angeles zoning code and planning requirements and instead must comply with County planning requirements. Additionally, the Project is subject to any applicable provisions of the California Education Code. The County will facilitate site plan review by the County Regional Planning Department and a vacation of street by the City of Los Angeles. The Project would connect to existing utility infrastructure including water mains, sewer lines, storm drain inlets, and electrical and gas lines.

Figure 1



2.3 Development Parameters

The Board's approval of the Transit Priority Project set the maximum project development envelopes and environmental requirements. The Transit Priority Project is laid out in the conceptual site plan show in Figure 2. Accordingly, the School project must comply with the development parameters established in the environmental clearance documentation in Exhibit A.

The School component of the Transit Priority Project is planned to accommodate a maximum of 400 students. The School may not exceed approximately 74 feet in height and can include a potential clock tower not to exceed 85-feet. The School shall not exceed 200 dorm rooms (double occupancy) and 20 faculty residential units.

An above-grade parking structure, not to exceed 58 feet in height, along the north side of 85th street, will be designed and constructed to accommodate up to 283 spaces and will serve both the School's needs as well as the mixed-use components of the Transit Priority Project. (Note: The mixed-use component may be designed to provide an additional 100 below-ground parking spaces to serve neighborhood retail and community services.) Additionally, the School will be served by shared bicycle amenities for short

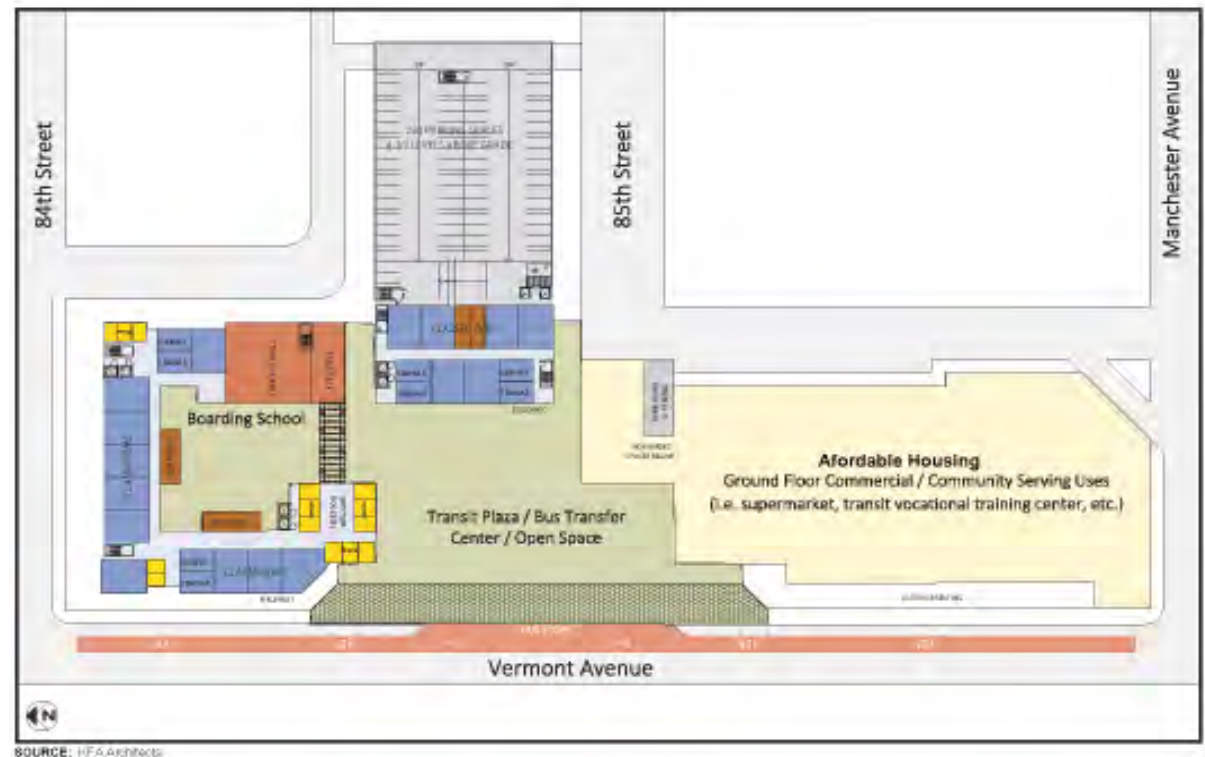
and long-term bicycle parking.

Vehicular access to the Transit Priority Project Site would be provided via new access points/ driveways leading into 84th and 85th Streets. Two new two-way, north-south driveways would connect 85th Street from Manchester Avenue and 84th Street to the proposed parking structure. Primary vehicular access to the entire Project Site would be from 84th Street. A drop-off zone for the School must be provided.

The Transit Priority Project will also include a 6-story mixed-use affordable housing structure with ground-level community serving and commercial retail uses, which will include a career training center. **The County anticipates that the School would be able to access the training center for additional educational programming.**

The selected team will work collaboratively with County partners to develop the final building design and site review to ensure that it is aligned

Figure 2



SOURCE: HFA Architects

with the School vision and creates physical spaces that can support the type of innovative STEAM, transportation and infrastructure educational programs. Upon robust consultation with the County, the Team will take full responsibility for finalizing the School program and the School building design, completing site plan review, and securing building permits.

This RFP is intended to result in the award to a Charter School Operator/Developer of an Exclusive Negotiating Agreement, under which the County and the Operator/Developer Team would negotiate a long-term ground lease for the Property, to include the development of the School (which includes the school facilities, dorm rooms and faculty residential units, and parking component of the Project) as well as an operating agreement. Proposers must meet the minimum qualifications and demonstrate capacity, experience and track record to provide services requested. This RFP covers the school components of the Transit Priority Project. The winning proposer will be expected and required to secure charter approval through the Los Angeles County Office of Education. The County will initiate a separate procurement process to address the development of the transit plaza, affordable housing, ground floor retail/community space, and parking components of the Transit Priority Project.



2.4 Proposer Entity

From this point forward in this RFP, Charter Operators and Charter Operator/ Development Teams, whether a single firm or joint venture (JV), will be referred to as "Proposer(s)."

Each proposal must be submitted by a Prime Proposer. The Prime Proposer must be an experienced charter school operator with nonprofit or public entity status. The charter school operator must either (1) be an experienced developer, OR (2) include an experienced developer as part of their Operator/Developer team. The Proposer teams should be formed and identified as part of the proposal submittal. Operator/Developer teams may be a single firm or a joint venture. Pursuant to Government Code section 26227, the contracting entity must be a

public agency, nonprofit corporation, or nonprofit association. If the Proposer is not an incorporated legal entity at the time of its submission, it is required to submit its teaming arrangement information and confirmation of joint and several liability.

Any team, consortium, JV or other incorporated or unincorporated Proposer group must designate the Prime Proposer as the main point of contact with the County. The County maintains the right to request additional subcontractors to supplement the Project Team's development, operational and educational needs.

Note: Once the proposal is submitted, the composition of the Team cannot be altered without the prior written consent of the County. Once the Exclusive Negotiation Agreement is awarded and executed, the Prime Proposer may request to change the composition of their team, but the County must approve any change in core team. New developers will be required to submit a resume and summary stating qualifications and experience to accomplish the School Project. The County reserves the right to approve or reject changes to any Team based on objective criteria, at its sole discretion.



2.5 Proposer's Charitable Contributions Compliance

California's "Supervision of Trustees and Fundraisers for Charitable Purposes Act" regulates receiving and raising charitable contributions. Among other requirements, those subject to the Charitable Purposes Act must register. The 2004 Nonprofit Integrity Act (SB 1262, Chapter 919) increased Charitable Purposes Act requirements. New rules cover California public benefit corporations, unincorporated associations, and trustee entities and may include similar foreign corporations doing business or holding property in California. Key Nonprofit Integrity Act requirements affect executive compensation, fund-raising practices and documentation. Charities with over \$2 million of revenues (excluding funds that must be accounted for to a governmental entity) have new audit requirements.

All prospective contractors must determine if they receive or raise charitable contributions which subject them to the Charitable Purposes Act and complete the certification form attached as Exhibit B. A completed Exhibit B is a required part of any agreement with the County.

In Exhibit B, prospective contractors certify either



that (1) they have determined that they do not now receive or raise charitable contributions regulated under the California Charitable Purposes Act, (including the Nonprofit Integrity Act) but will comply if they become subject to coverage of those laws during the term of a County agreement OR, (2) they are currently complying with their obligations under the Charitable Purposes Act, attaching a copy of their most recent filing with the Registry of Charitable Trusts.

Prospective County contractors that do not complete Exhibit B as part of the solicitation process may, in the County's sole discretion be disqualified from contract award. A County contractor that fails to comply with its obligations

under the Charitable Purposes Act is subject to either contract termination or debarment proceedings or both. (County Code Chapter 2.202)

3.0 ADDITIONAL BACKGROUND



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3.1 Facts and Demographics About County Youth

With more than 10 million residents, covering more than 4,000 square miles, Los Angeles is the most populous County in the United States. Los Angeles County has approximately 2.3 million children (1.5 million of whom are enrolled in the County's 2,000+ public schools) and 81 school districts including Los Angeles Unified School District (LAUSD) which has a student body of nearly 620,000. During the academic year 2016-2017, more than 1 million free/reduced priced

meals were served to eligible LAUSD students. Approximately 75% of the public high school Class of 2016 graduated on time, an all-time high for LAUSD.

The 2017 Point-in-Time Homeless Count estimated that almost 6,000 youth were homeless on any given night in Los Angeles County. LACOE, which aggregates data collected from the County's 81 school districts, found that an additional 5,600 students were living in shelters and another 4,300 were living in motels. Twenty-eight (28) percent of the County's children live below the federal poverty rate. Within the State Assembly district that the Project Site is located in, the child poverty rate is 49%.

Los Angeles County government provides safety net services for youth throughout the jurisdiction and also provides preventive and support services that contribute to positive youth development. Los Angeles County provides child welfare services for nearly 36,000 youth. Approximately 16,000 of the youth receive child welfare services while remaining in their homes of biological parent(s) or after being reunified with their biological parent(s) or receive

services while living with relatives or non-related extended family members.

Los Angeles County has the largest juvenile justice system in the nation. There are approximately 10,000 youth under the supervision of the Los Angeles County Probation Department. Of these youth, six hundred (600) are currently detained in the County's probation halls or camps. Additionally, in 2015, 13,665 youth are arrested or criminally cited in Los Angeles and if they have not touched the Probation Department/juvenile justice system, are at risk of doing so.

3.2 Population to be Served

The County intends for the School to provide an exceptional, positive educational opportunity for a broad cross-section of youth that have a propensity to receive County services. **The County expects that the School will build a culture of achievement and build strategic partnerships, including partnerships with local colleges and universities, community-based organizations, major employers in Los Angeles and with industry partners, especially in the infrastructure arena, along with labor unions,**

construction trades, and apprentice-type, vocational training programs. The County intends for the School to prioritize academic rigor and to serve a diverse cross-section of socioeconomic, culturally diverse students who are high achieving, college-bound and committed to academic excellence.

The School should recruit youth from the local community. The School should also develop relationships with organizations and County departments that can refer *resilience youth* from throughout the County.

Resilience youth could fall into one or more of the following categories:

- Those with a history of referrals to the child welfare system, but remain in the home of a parent or have an adjudicated dependency case
- Those with a history of contact with or supervision by the Probation Department, and/or of contact with law enforcement
- Those with one or more adult caregivers



or siblings who are incarcerated or in the probation system

- Those who are precariously housed, doubled up, or experiencing/have experienced homelessness
- Those who have faced hardship as a result of poverty, immigration status, caregiver illness or death, domestic violence, or other adverse childhood experience

The School should also strive to create educational and training opportunities for the families of students. The School should provide resources and tools of access and support to help student's families transform their lives and begin to thrive. The School should provide family resources and social support services, such as child development classes, counseling, English as a Second Language classes, economic asset building services, employment services, legal services, free tax preparation, financial literacy classes, certified financial coaches, individual development accountant, technology workshops and computer labs, youth leadership and college/career readiness activities.

3.3 Strategic Partner Agencies

The County expects the School to forge a

partnership with a network of academic institutions, infrastructure industry partners and non profit supporters as a key ingredient to support the vibrant impact and far-reaching success of the School. Additionally, numerous strategic partner agencies will engage with the selected Team during the course of the project. Following is a partial list of anticipated strategic partners:

County Agencies

- Probation Department provides services for those placed on probation within Los Angeles County. Its mission is to enhance public safety, and ensure and effect positive probationer behavioral change
- Department of Children & Family Services operations involve investigating child welfare and abuse allegations, removing children from unsafe placements, and placing children in safe, loving homes. DCFS seeks to measurably improve child safety, permanency and well-being, while strengthening families and communities
- Workforce Development, Aging & Community Services provides

comprehensive human services in partnership with community leaders, business and private agencies to connect individuals to careers and employers to a skilled workforce

- Department of Health Services – Office of Diversion and Reentry works to reduce the number of mentally ill inmates in the Los Angeles County Jails, reduce recidivism, and improve the health outcomes of justice involved populations who have the most serious underlying health need. The Office of Diversion and Reentry is launching a program around youth diversion and keeping young people out of the justice system
- Office of Child Protection (OCP) leads a broad partnership that implements meaningful solutions to improve the lives of children and families. Housed within the OCP are: 1) Education Coordinating Council, which coordinates efforts across organizations and jurisdictions, encouraging networks of people to work together to champion education and to promote the achievement of youth; and

2) the Center for Strategic Public Private Partnerships (CSPPP) which builds strategic partnerships with philanthropy to improve the child protection system

- Department of Mental Health Services (DMHS) is the largest county-operated mental health department in the United States, directly operating programs in more than 85 sites, and providing services through contract programs and DMHS staff at approximately 300 sites co-located with other County departments, schools, courts and various organizations
- LACOE, which supports 80 public school districts and 2 million pre-school and school age children. LACOE's Charter School

Office (CSO) accepts charter petitions and revocation appeals on behalf of the Los Angeles County Board of Education and is responsible for facilitating the petition review and appeal process

- Metro is the public transportation operating public agency for the County and directly operates the following systems: bus, light rail, heavy rail, and bus rapid transit services, and provides funding and direction planning for commuter rail and freeway/expressway projects within Los Angeles County. Metro is working to develop an educational and vocational training program to facilitate career pathways in the transit and infrastructure industry

- Los Angeles County Homeless Initiative and the Los Angeles Homeless Services Authority (LAHSA), an independent Joint Powers Authority, coordinates the utilization of federal and local funding in providing housing and services to homeless throughout Los Angeles City and County

3.4 Potential Funding Sources

Public subsidy may be available from various County Departments, potentially including the Departments of Children and Family Services, Probation, and Mental Health, as well as Metro

Proposers are encouraged to identify, secure and apply non-County funding sources towards the development and operation of the School.



4.0 SUBMITTAL REQUIREMENTS / STATEMENT OF WORK

TAB	TITLE
1	Cover Letter and Authority to Propose (not included in page count)
2	Table of Contents
3	Executive Summary (not included in page count)
4	Team
5	Facilities Concept
6	Academic Program
7	Financing Strategy
8	Operations and Budget
9	Student, Family and Community Outreach and Engagement Strategy
10	References (not included in page count)
	Total Pages – 25 pages

4.0 SUBMITTAL REQUIREMENTS/STATEMENT OF WORK

Each Proposer must submit a complete proposal, with all the sections in the sequence shown below. The sections must be divided by tabs, and the total submittal may not exceed 25 pages, excluding the Cover Letter and Authority to Propose, Executive Summary, and References in the total page count.

4.1 Cover Letter and Authority to Propose

Include a cover letter to identify the Proposer, name the key point of contact and provide evidence that the signor has legal authority to enter into binding contracts on behalf of the Team. The letter must be on official company letterhead, identify the Proposer's legal structure and be signed by the person or persons who have legal authority to bind the firm in contractual matters with the County. It must also contain signor's contact information as well as a copy of the Corporate Resolution or other appropriate evidence of authority to bind the identified firm. The County reserves the right to reject any proposal that contains an unsigned cover letter and/or submits incomplete documentation. (Not included in total page count.)

4.2 Table of Contents

Each Proposer must include a Table of Contents listing the various sections included in the Proposal.

4.3 Executive Summary

The Executive Summary is a brief statement of key features of the Proposal, Team qualifications and evidence of understanding of the scope and

services to be provided. Proposers must specify if they propose a 100% boarding school, or a hybrid that allows for day students. Proposers must describe the Team's strengths and qualifications, capacity to complete the scope of work, key experience and expertise and a statement explaining why the Proposer's proposal would be the best selection and why their design model would best serve the students and strategic goals for the Transit Priority Project. (Not included in total page count, but recommended not to exceed 3 pages.)

4.4 Team

1. Provide an organizational chart of the key team members, identifying a Prime Proposer that will be responsible for all contract matters (the Prime Proposer's authorized representative should be the same as the signor of the cover letter)
2. Describe Proposer Team's experience and how the Proposer's team has worked together on past school development projects successfully
3. Explain how the Proposer will assemble (or has assembled) a complete Team (including all necessary consultants) with the experience and capacity to carry out pre-development, construction and operating activities
4. Describe the Team's experience developing



- and operating educational facilities and improvements of similar scope and purpose.
5. Describe the Proposer’s experience developing similar facilities in California or elsewhere, and include relevant examples
 6. Describe the Team’s experience working successfully with public regulators, including but not limited to:
 - a. California Department of Education (CDE)
 - b. Local school chartering authorities
 - c. Environmental oversight agencies
 - d. City of Los Angeles
 - e. County of Los Angeles
 7. Describe the Team’s experience developing

- educational facilities and improvements of similar scope and purpose
8. Describe Team’s knowledge of community and experience serving South Los Angeles area

4.5 Facilities Concept

1. Describe the proposed development concept for the campus, including, but not limited to, the buildings’ physical envelope and its program such as the number of classrooms, amenity areas, and other features to be included. Describe how Proposer intends to provide for physical education and

other important non-classroom program components. Drawings and renderings are helpful

2. Describe how the proposed School will support the proposed academic programs
3. Describe how the proposed School will comply with the Transit Priority Project parameters as established in the environmental clearance approval detailed in Exhibit A
4. Describe how the proposed School will be consistent and complement the surrounding neighborhood
5. Provide a preliminary development and construction schedule in tabular, Gantt or similar format. Describe the schedule to develop and construct the improvements, including sequence of events and timeline, include the completed Project Schedule targeting implementation and operation by Fall 2020

4.6 Academic Program

1. Provide an education plan that describes how the Proposer will create, implement and maintain a college-preparatory, 24-hour supportive learning environment with a STEAM/infrastructure focus. Please address the following:

- a. Total number of students
- b. Key thematic and educational concepts, including key features and components of school's STEAM/infrastructure-oriented educational program, instructional methods and strategies and graduation requirements
- c. Current learning theories/concepts and how they align to the needs of the population to be served
- d. Collaboration with Metro and other applicable entities to provide a vocational pathway educational program in STEAM/infrastructure careers
- e. Collaboration with community, government and industry partners
- f. Support that will be offered to meet the students' physical, mental and emotional health needs
- g. Specific admission and/or enrollment requirements. Describe how the school will conduct outreach to *resilience youth* and youth from the surrounding community and maintain a balance within the student body
- h. Describe how Proposer intends to collect and analyze performance data and use data to drive improvement at the School
- i. Describe how Proposer intends to recruit teachers and other staff and faculty, and describe any proposed professional

development programs to help ensure teachers can provide the best possible instruction to students

2. Provide comprehensive evidence of the Proposer's successful management of academic and non-academic operations of the Proposer's school(s). Please include:
 - a. A list and brief descriptions of all schools under Proposer's management
 - b. A summary of performance data that assesses student growth and achievement in math and English language arts for all student groups

- c. Comparative data from all other school(s) in Proposer's portfolio
- d. Evidence of successes working with similar student populations
3. Describe the school's governance structure, including supervisory, advisory, and other relationships among and between the school's governing board, committees, key personnel, and/or parent/stakeholder councils, organizations or positions. Describe major roles and responsibilities, within the governance structure, of the school's governing board and executive-level employees (e.g. Chief Executive





Officer, Chief Administrative Officer, Chief Financial Officer, Executive Director, and/or Director/Principal)

4. Describe the Proposer's experience providing a vocational and college readiness programs to *resilience youth*
5. Proposers must specify if they plan to operate a 100% boarding school, or hybrid that allows for day students as well. Describe the rationale for such a structure

4.7 Financing Strategy

The Proposer must demonstrate ability to finance construction and operation of the School. Please include:

1. A description of the proposed financing structure, including organizational charts and/or flow charts if applicable
2. A detailed description of the Proposer's financial capacity, including, but not limited to, operating reserves, capital reserves, and monies raised through capital campaigns for other facilities and operations. To the extent possible, the Proposer to identify which entities will be providing construction completion guarantees and which will provide permanent loan guarantees

3. A proforma construction budget with cost estimates, and justifications for the cost estimates, using the Project Budget Worksheet attached hereto as Exhibit C. The Proposer must demonstrate access to funds to pay for all needed preconstruction work for the proposed project (including, but not limited to, architects, engineering, planning/entitlements, impact and permit fees, etc.). The County will give scoring weight to applications demonstrating the most certain access to those funds
4. A description of any proposed capital campaign(s), third party financing, bond financing, grant monies, equity and other sources of funds the Proposer intends to use to finance the proposed project, as well as:
 - a. The sources and uses of funds table as contained in the "Funding Sources" Section



- b. Identify any requirements, restrictions, or conditions (precedent or subsequent) to the sources of funds
 - c. Identify which entities will be providing construction completion guarantees and which will provide perm loan guarantees
 - d. To the extent proposal relies on a pending capital campaign, evidence of successful prior capital campaigns and/or evidence of Proposer's ability to fulfill the proposed capital campaign for the project
 - e. If third-party financing is proposed, letter(s) of interest from potential lender(s), tax credit allocatees, investors, etc.
5. Description of prior construction projects or other relevant experience that supports the Proposer's ability to successfully finance, build and operate its proposed project. Include for each project cited: name, location, scope/ square footage, grade levels served, cost, financing sources, and other key team members

4.8 Operations and Budget

1. Operating budget narrative. Describe the main sources of operational support Proposer intends to rely upon, including public funds, loans or lines of credit, federal planning and

- implementation grants, private support, grants, fundraising events, and/or other sources. Be sure to describe any contingencies to receiving funds identified. Describe how non-ADA revenue projections are sufficient to meet operating needs, and how reserves are adequate (5% recommended minimum)
2. A completed income and expense proforma demonstrating the School's sources of funds for operations, illustrating ability to pay operating costs, and identifying any gap, for the first five years of operation
3. Provide a sample Fiscal Procedures Manual that describes the financial controls that will be in place at the School. Who will be the person managing School finances, if known, and what is his/her title and background?
4. Provide the last two complete audits from the Charter Management Organization (CMO), if available, or, if the CMO does not have audited financials, then please provide the last two years of audits from all schools in Proposer's portfolio. Audits must be provided in electronic format (e.g., flash drive or CD)
5. Provide the last set of financials presented to the school's governing board and the CMO's governing board, if applicable. The financials for the CMO should include all of the schools managed by the CMO, if applicable

4.9 Student, Family and Community Outreach and Engagement Strategy

1. Describe the community the School will serve and how the School will serve all its students. Include an analysis of the strengths, assets, values and critical needs of the community and the School's ability to serve a diverse population
2. Describe how and when the Proposer will engage with both the nearby community and population to be served by the School during the predevelopment and construction periods
3. Describe the Team's experience in developing collaborative relationships, including community-based organizations, local community stakeholders, and other strategic partners, to meet County's vision and community needs
 - a. Discuss how the School's proposed educational plan will meet community needs and aspirations. How will the School inform and engage parents with limited English?
 - b. How will the School recruit students from the surrounding community?
 - c. How will the School establish relationships with entities listed in Section 3.3 in order to generate referrals for *resilience youth* living

outside the surrounding community?

4. Describe opportunities for the School to engage with the other elements of the proposed mixed-use development, including the proposed transit vocational center

4.10 References

List five references – either stakeholders or agencies – served by Charter and/or public boarding schools operated by Proposer during the past three years. References must include:

1. Agency/Stakeholder
2. Business/Organization Type
3. Address
4. Contact Person - The person should be an individual with direct knowledge of contract and service performance. Include Contact Name, Title, Address, Telephone, and Email Address. (Not included in total page count)



5.0 EVALUATION CRITERIA



5.0 EVALUATION CRITERIA

Proposals in response to this RFP will be reviewed and scored for their relative strengths and weaknesses based on the responses to Section 4 above. The following criteria are representative of the evaluation each element of the proposal will undergo, and are weighted according to the County's priorities.

5.1 Threshold Requirements

1. Proposals must be complete and responsive to all items identified in this RFP
2. The Prime Proposer must be a charter operator who has operated at least one

school for two (2) or more complete academic years and who currently operates at least one charter school in good standing in their jurisdiction(s) and a developer with relevant experience and capacity to deliver the School

3. The Prime Proposer must be a nonprofit organization or a public entity

A written submittal to this RFP will be the primary basis on which the County will consider its award for the contract. Therefore, Proposers should be thorough, detailed and as concise as possible when responding to each proposal item and assembling a proposal. In the written proposal, Proposers must include responses to all proposal

items requested and Proposer's concept must be aligned with the proposed development. Proposers will not be able to add to or modify their proposals after the proposal due date. The County may deem a Proposer non-responsive if the Proposer fails to provide all required documents and copies, and the proposal must be responsive to Sections A to F of Section 5.2 of this RFP.

In submitting the proposal, the Proposer agrees the proposal will remain valid for 180 days after the deadline for submission of proposals and may be extended beyond that time by mutual agreement.

5.2 Evaluation Criteria

EVALUATION CRITERIA (In weighted order)	MAXIMUM POINTS
Team	20
Facilities Concept	15
Academic Program	30
Financing Strategy	10
Operations and Budget	15
Student, Family and Community Outreach and Engagement Strategy	10
Administrative Requirements	PASS/FAIL

A. Team (20%)

1. The Proposer includes key members demonstrating strong expertise and capacity in both development and operation of a charter school
2. The Proposer has provided a credible plan to assemble and engage all necessary team members
3. The Proposer has experience working successfully with local and state regulators

B. Facilities Concept (15%)

1. The proposed design supports the proposed academic program, satisfies the requirements of the Transit Priority Project development parameters and complements

the surrounding community.

2. The proposed design is innovative and supports the School's mission to provide STEAM and infrastructure-focused academic program
3. The development schedule is phased appropriately, realistic and evidences the Proposer's grasp of the necessary elements of predevelopment and construction, including entitlements and permitting requirements

C. Academic Program (30%)

1. The Proposer demonstrates experience running similar school programs successfully, with excellent student outcomes
2. The proposer demonstrates a comprehensive grasp of the requirements for operating a 24-hour boarding school learning environment and shows its ability to implement and operate this school
3. The education plan is responsive to community needs, County vision and the proposed development concept
4. The Proposer's plan shows a commitment to academic achievement and improvement over time for all student groups. The Proposer's plan for data collection and analysis provides for these outcomes

D. Financing Strategy (10%)

1. The proposed plan evidences the Proposer's ability to fund pre-construction activities immediately upon award
2. The Proposer clearly demonstrates ability to provide or obtain its proposed financing for its project
3. The reasonableness of the proposed Project Budget (assumptions of construction costs and timeline)
4. The reasonableness and feasibility of the proposed Project as completed operating budget
5. Prior construction experience or other relevant experience to effectuate the proposed plan
6. The sources of funds identified for construction are readily available (i.e. sources of funds identified for construction will be available in less than 1 year, will be available between 1-2 years; will be available between 2-3 years, or will be available between 3-5 years), noting the extent to which the sources of funds are not conditioned or restricted
7. Clarity of proposed financial structure and relative strength of proposed partners and/or lending institutions identified to provide such funding or other support

E. Operations and Budget (15%)

1. The budget is well-developed and feasible, and it accommodates a reasonable ramp-up period
2. Revenue and expense projections are supported by historical data
3. The budget reflects the school program as described in the Proposal
4. The budget narrative describes a process that ensures stakeholder involvement
5. The extent that the sources of operational support are stable and reliable from year to year or that a plan is in place to account for the inconsistency of sources
6. Non-ADA revenue projections are sufficient to meet operating needs
7. Reserves are adequate (5% recommended minimum)
8. Rigorous internal fiscal control procedures are documented
9. The audits provided provide evidence that school(s) managed by Proposer have performed successfully in the past two years
10. Audits do not show significant material deficiencies and weaknesses
11. The financial statements provide evidence that the CMO and its schools are currently financially sound

12. Financial statements illustrate that the CMO's cash position and net assets are positive

F. Student, Family and Community Outreach and Engagement Strategy (10%)

1. The Proposer has demonstrated a clear knowledge of the population to be served and has a plan catering to the diverse population of students
2. The Proposer has shown a history of working with the community which it serves and aligning its outreach, activities, and operations with community needs and expectations
3. The Proposer has shown a successful past experience and history of community engagement within the surrounding community or a similar community
4. The Proposer has described an effective plan to engage community members and school stakeholders (i.e., parents, students and teachers) in facilities planning
5. The Proposer has demonstrated a robust plan to engage parents, students and teachers in ongoing management



6.0 THE RFP PROCESS



6.0 THE RFP PROCESS

The County understands that preparation of proposals can be a resource-intensive process. The County also understands the scale of this project. In consideration of these factors and to encourage responses from qualified proposers, the County is utilizing a streamlined selection process and limiting response package requirements to essential information.

The timeline for this RFP is:

Release RFP	03/01/18
Registration Deadline for	
Proposers' Conference	03/19/18
Mandatory Proposers' Conference	03/21/18
Written Questions Due	03/22/18
Questions and Answers Released	03/30/18
Proposals Due by	
(2:00 PM Pacific Time)	04/25/18

6.1 RFP Proposers Conference and Questions

A Mandatory Proposers' Conference will be

held on 03/21/18. The Conference is open to all interested proposers (operators and developers), but Prime Proposers are required to attend this conference. Proposals submitted by Prime Proposers that do not attend the Mandatory Proposers' Conference will be disqualified.

Registration is required to attend the conference. Interested proposers may register by sending the name of their firm, attendee names and attendee email addresses to (kshelton@ceo.lacounty.gov) by 03/19/18. Additional details on the time and



location of the Conference will be sent by email to all registered attendees.

Questions regarding this RFP must be submitted through email by 03/22/18 with "Charter School Operator/Developer Questions" in the subject line and sent to kshelton@ceo.lacounty.gov. County responses to the questions will be released by 03/30/18. The County reserves the right to modify

questions and group similar questions to help improve clarity.

Proposers may request a solicitation requirement review as detailed in section 7.56 (Solicitation Requirements Review).

6.2 Proposal Submission

The response to this RFP shall be made according to the requirements set forth in Section 4.0, both for content and for sequence. Noncompliance with these requirements or misrepresentations may be cause for rejection of the proposal. Each proposing firm shall submit only one proposal. Proposals shall be submitted in the form of a single PDF file (if possible) by email to kshelton@ceo.lacounty.gov. Alternative file sharing services may be utilized if requested by the Proposer in advance of the submission deadline. Proposals must be received by 2:00 PM (Pacific Time) on 04/25/2018. Proposals received after this deadline will not be accepted or considered. The County does not assume responsibility for documents that are incorrectly submitted.

6.3 Proposal Package Evaluation

The County will assemble an Evaluation Committee, which will review proposal packages received based upon the criteria defined in Section 5.0 of this RFP.

6.4 Additional Information

Proposals may be disqualified if the County determines they are non-responsive to the RFP. Disqualified proposers will be notified in writing

and can request a disqualification review as described in section 7.57 (Disqualification Review). The County reserves the right to meet with Proposers to seek clarification and understand further details of their proposals. The County, at its sole discretion, may conduct interviews with the highest scoring Proposers. At an interview, Proposers would have the opportunity to answer questions from the Evaluation Committee as well as community stakeholders.

The County, at its sole discretion, may conduct

working meetings with the highest scoring Proposers. At a working meeting, Proposers would be able to meet with the Evaluation Committee to discuss their proposal package. The Proposer will have an opportunity to present its initial concepts and will receive input on perceived strengths and weaknesses of its proposal.

6.5 Selection of an Operator/Developer

Based on the review of the proposals by the Evaluation Committee, the Chief Executive Office will recommend the highest-rated

Proposer to the Los Angeles County Board of Supervisors for selection as the Operator/ Developer. Notwithstanding a recommendation of a department, agency, individual, or other, the Board of Supervisors retains the right to exercise its judgment concerning the selection of an Operator/Developer and the terms of any resultant agreement, and to determine which Operator/ Developer best serves the interests of the County. The Los Angeles County Board of Supervisors is the ultimate decision-making body and makes the final determinations necessary to arrive at a decision to select an Operator/Developer.



Non-select proposers will be notified and may request a proposed contractor selection review and County independent review as detailed in sections 7.58 (Proposed Contractor Selection Review) and 7.59 (County Independent Review Process).

6.6 Letter of Intent

The selected Proposer will be required to submit a Letter of Intent to the County outlining their proposal, including certain proposed terms and a high-level summary of the project.

6.7 Exclusive Negotiation Agreement

At the direction of the Board of Supervisors, the Operator/Developer and the County may execute an Exclusive Negotiation Agreement (ENA), which among other items, provides for an exclusive negotiation period during which final deal terms can be negotiated and documented in a lease agreement and associated agreements.

The initial negotiation period may be extended at the sole discretion of the County. If timely progress is not achieved during the exclusive negotiation period, the County may not extend and may subsequently enter into an exclusive negotiation

with the next highest-rated Proposer.

Should the parties negotiate satisfactory terms of the project during the ENA period including, but not limited to, a project description, development concept, County role in the development and project implementation, due diligence, entitlement approach, timeline, lease terms, and compensation structure, then at the conclusion of the ENA process, the County and Operator/ Developer will formalize deal terms through a lease agreement and associated agreements to guide the development of the site. Final project documentation will be executed upon receipt of all prerequisite approvals, at the discretion of the County Board of Supervisors.

6.8 General Process Guidelines

The County reserves all rights to cancel the selection process, change the selection process, or not select a Proposer.

This RFP and selection process does not constitute any type of offer and imposes no contractual or other liability on the County. There is no guarantee that a ground lease or other agreement will be consummated, or that anything will be developed.

The County reserves all rights with regard to this solicitation, including, but not limited to, the right to amend or modify this RFP, reject all proposals, extend any dates, or, subject to an ENA, initiate negotiations with the next highest rated Proposer if negotiations with the highest-rated Proposer do not result in an agreement.

Should the County not receive qualified proposals of interest by a submittal deadline, it reserves the right to extend that deadline until qualified proposals of interest are received. Proposers are responsible for ensuring submittals are actually received.

All materials submitted during any part of the selection process become the exclusive property of County. Submissions in response to this RFP become a matter of public record. The County shall not, in any way, be liable or responsible for the disclosure of any such record or any parts thereof, if disclosure is required or permitted under the California Public Records Act or otherwise by law. The Proposer may designate portions of its submittals that contain proprietary data as "CONFIDENTIAL", but the County cannot guarantee that it will be able to enforce such confidentiality. The County shall not be responsible for any costs and/or obligations incurred by and/or on behalf

of a potential developer in preparing, submitting or otherwise participating in any part this RFP, the selection, documentation, or the development process in its entirety.

The County reserves the right to request clarifications or additional information from Proposers. Information included in this RFP is believed to be accurate but should be independently verified by potential Proposers prior to reliance upon.

The County will notify all proposers at the conclusion of the evaluation process prior to making a recommendation to the Board of Supervisors. All proposals will become a matter of public record when the final agreement is approved by the Board of Supervisors.

Prior to a contract award, all potential contractors must register in the County's WebVen. WebVen contains the vendor's business profile and identifies the goods/services the business provides. Registration can be accomplished online via the Internet by accessing the County's home page at (<http://camisvr.co.la.ca.us/webven/>).

6.9 Process Integrity Guidelines

It shall be the policy of the County of Los Angeles to adhere to the following Process Integrity Guidelines during its selection of an Operator/ Developer team pursuant to this RFP.

Each Proposer is individually and solely responsible for ensuring compliance with the following specific Process Integrity Guidelines. This responsibility extends to the Proposer's employees, agents, consultants, lobbyists, affiliates, and all other parties or individuals engaged by Proposer or otherwise acting in concert with Proposer for purposes of developing or supporting the selection process.

1. This policy shall be operative from release of this RFP until such time as the Board of Supervisors meeting at which the County Los Angeles Board of Supervisor's awards an agreement
2. Collusive activities among separate Proposer teams are expressly forbidden and may result in immediate disqualification of all involved parties
3. Proposers are prohibited from offering promotional outreach, hospitality, gifts, or other like activities directed toward County staff, elected or appointed officials, or proposal reviewers

4. All communication related to the RFP with the County must be directed to the County's contact(s) identified in the RFP. Contacting any other County staff member, elected or appointed officials, or proposal reviewers may result in disqualification of the Proposer
5. Notwithstanding the restrictions on communications set forth in bullets 3 and 4 above, nothing in this policy is intended to restrict or prohibit proposers from communicating with County staff and officials during an open and public County Board of Supervisors meeting, or Proposer presentations
6. Any and all information provided by Proposers during any part of the RFP, selection, or documentation process shall be factually correct
7. Proposers are informed of this policy and are required to provide written acknowledgement and acceptance of these guidelines. Any evidence which indicates a Proposer has failed to comply with the Process Integrity Guidelines described herein may result in that Proposer's disqualification
8. Any questions regarding the Process Integrity Guidelines shall be in writing and shall be transmitted by mail to the County's contact(s) identified in the RFP

7.0 COUNTY STANDARD TERMS AND CONDITIONS FOR SERVICE CONTRACTS

7.0 STANDARD TERMS AND CONDITIONS FOR SERVICE CONTRACTS

Below are the standard County terms and conditions for the Proposers' reference.

7.1 Assignment and Delegation/Mergers or Acquisitions

7.1.1 The contractor shall notify the County of any pending acquisitions/mergers of its company unless otherwise legally prohibited from doing so. If the contractor is restricted from legally notifying the County of pending acquisitions/mergers, then it should notify the County of the actual acquisitions/mergers as soon as the law allows and provide to the County the legal framework that restricted it from notifying the County prior to the actual acquisitions/mergers.

7.1.2 The contractor shall not assign its rights or delegate its duties under this Contract, or both, whether in whole or in part, without the prior written consent of County, in its discretion, and any attempted assignment or delegation without such consent shall be null and void. For purposes of this paragraph, County consent shall require a written Amendment to the Contract, which is formally approved and executed by the parties. Any payments by the County to any approved delegatee or assignee on any claim under this Contract shall be deductible, at County's sole discretion, against the claims, which the contractor may have against the County.

7.1.3 Shareholders, partners, members, or other equity holders of contractor may transfer, sell, exchange, assign, or divest themselves of any interest they may have therein. However, in the event any such sale, transfer, exchange, assignment, or divestment is effected in such a way as to give majority control of contractor to any person(s), corporation, partnership, or legal entity other than the majority controlling interest therein at the time of execution of the Contract, such disposition is an assignment requiring the prior written consent of County in accordance with applicable provisions of this Contract.

7.1.4 Any assumption, assignment, delegation, or takeover of any of the contractor's duties, responsibilities, obligations, or performance of same by any person or entity other than the contractor, whether through assignment, subcontract, delegation, merger, buyout, or any other mechanism, with or without consideration for any reason whatsoever without County's express prior written approval, shall be a material breach of the Contract, which may result in the termination of this Contract. In the event of such termination, County shall be entitled to pursue the same remedies against contractor as it could pursue in the event of default by contractor.

7.2 Authorization Warranty

7.2.1 The contractor represents and warrants that the person executing this Contract for the contractor is an authorized agent, who has

actual authority to bind the contractor to each and every term, condition, and obligation of this Contract, and that all requirements of the contractor have been fulfilled to provide such actual authority.

7.3 Budget Reductions

7.3.1 In the event that the County's Board of Supervisors adopts, in any fiscal year, a County Budget, which provides for reductions in the salaries and benefits paid to the majority of County employees and imposes similar reductions with respect to County contracts, the County reserves the right to reduce its payment obligation under this Contract correspondingly for that fiscal year and any subsequent fiscal year during the term of this Contract (including any extensions), and the services to be provided by the contractor under this Contract shall also be reduced correspondingly. The County's notice to the contractor regarding said reduction in payment obligation shall be provided within thirty (30) calendar days of the Board's approval of such actions. Except as set forth in the preceding sentence, the contractor shall continue to provide all of the services set forth in this Contract.

7.4 Complaints

7.4.1 The contractor shall develop, maintain and operate procedures for receiving, investigating and responding to complaints.

7.4.2 Complaint Procedures

7.4.2.1 Within 90 business days after the Contract effective date, the contractor shall provide the County with the contractor's policy for receiving, investigating and responding to user complaints.

7.4.2.2 The County will review the contractor's policy and provide the contractor with approval of said plan or with requested changes.

7.4.2.3 If the County requests changes in the contractor's policy, the contractor shall make such changes and resubmit the plan within 30 business days for County approval.

7.4.2.4 If, at any time, the contractor wishes to change the contractor's policy, the contractor shall submit proposed changes to the County for approval before implementation.

7.4.2.5 The contractor shall preliminarily investigate all complaints and notify the County's Project Manager of the status of the investigation within 30 business days of receiving the complaint.

7.4.2.6 When complaints cannot be resolved informally, a system of follow-through shall be instituted which adheres to formal plans for specific actions and strict time deadlines.

7.4.2.7 Copies of all written responses shall be sent to the County's Project Manager

within seven (7) business days of mailing to the complainant.

7.5 Compliance with Applicable Law

7.5.1 In the performance of this Contract, contractor shall comply with all applicable Federal, State and local laws, rules, regulations, ordinances, directives, guidelines, policies and procedures, and all provisions required thereby to be included in this Contract are hereby incorporated herein by reference.

7.5.2 Contractor shall indemnify, defend, and hold harmless County, its officers, employees, and agents, from and against any and all claims, demands, damages, liabilities, losses, costs, and expenses, including, without limitation, defense costs and legal, accounting and other expert, consulting or professional fees, arising from, connected with, or related to any failure by contractor, its officers, employees, agents, or subcontractors, to comply with any such laws, rules, regulations, ordinances, directives, guidelines, policies, or procedures, as determined by County in its sole judgment. Any legal defense pursuant to contractor's indemnification obligations under Paragraph 8.6 (Compliance with Applicable Law) shall be conducted by contractor and performed by counsel selected by contractor and approved by County. Notwithstanding the preceding sentence, County shall have the right to participate in any such defense at its sole cost and expense, except that in the event contractor fails to provide County with a full and adequate defense, as determined by

County in its sole judgment, County shall be entitled to retain its own counsel, including, without limitation, County Counsel, and to reimbursement from contractor for all such costs and expenses incurred by County in doing so. Contractor shall not have the right to enter into any settlement, agree to any injunction or other equitable relief, or make any admission, in each case, on behalf of County without County's prior written approval.

7.6 Compliance with Civil Rights Laws

7.6.1 The contractor hereby assures that it will comply with Subchapter VI of the Civil Rights Act of 1964, 42 USC Sections 2000 (e) (1) through 2000 (e) (17), to the end that no person shall, on the grounds of race, creed, color, sex, religion, ancestry, age, condition of physical handicap, marital status, political affiliation, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this Contract or under any project, program, or activity supported by this Contract.

7.7 Compliance with the County's Jury Service Program

7.7.1 This Contract is subject to the provisions of the County's ordinance entitled Contractor Employee Jury Service ("Jury Service Program") as codified in Sections 2.203.010 through 2.203.090 of the Los Angeles County Code.

7.7.2 Written Employee Jury Service Policy

7.7.2.1 Unless the contractor has demonstrated to the County's satisfaction either that the contractor is not a "contractor" as defined under the Jury Service Program (Section 2.203.020 of the County Code) or that the contractor qualifies for an exception to the Jury Service Program (Section 2.203.070 of the County Code), the contractor shall have and adhere to a written policy that provides that its Employees shall receive from the contractor, on an annual basis, no less than five days of regular pay for actual jury service. The policy may provide that Employees deposit any fees received for such jury service with the contractor or that the contractor deduct from the Employee's regular pay the fees received for jury service.

7.7.2.2 For purposes of this paragraph, "contractor" means a person, partnership, corporation or other entity which has a contract with the County or a subcontract with a County contractor and has received or will receive an aggregate sum of fifty thousand dollars (\$50,000) or more in any twelve (12) month period under one or more County contracts or subcontracts. "Employee" means any California resident who is a full-time employee of the contractor. "Full-time" means forty (40) hours or more worked per week, or a lesser number of hours if: 1) the lesser number is a recognized industry standard as determined by the County, or 2) contractor has a long-standing practice that defines

the lesser number of hours as full-time. Full-time employees providing short-term, temporary services of ninety (90) days or less within a twelve (12) month period are not considered full-time for purposes of the Jury Service Program. If the contractor uses any subcontractor to perform services for the County under the Contract, the subcontractor shall also be subject to the provisions of this paragraph. The provisions of this paragraph shall be inserted into any such subcontract agreement and a copy of the Jury Service Program shall be attached to the agreement.

7.7.2.3 If the contractor is not required to comply with the Jury Service Program when the Contract commences, the contractor shall have a continuing obligation to review the applicability of its "exception status" from the Jury Service Program, and the contractor shall immediately notify the County if the contractor at any time either comes within the Jury Service Program's definition of "contractor" or if the contractor no longer qualifies for an exception to the Jury Service Program. In either event, the contractor shall immediately implement a written policy consistent with the Jury Service Program. The County may also require, at any time during the Contract and at its sole discretion, that the contractor demonstrate, to the County's satisfaction that the contractor either continues to remain outside of the Jury Service Program's definition of

"contractor" and/or that the contractor continues to qualify for an exception to the Program.

7.7.2.4 Contractor's violation of this paragraph of the Contract may constitute a material breach of the Contract. In the event of such material breach, County may, in its sole discretion, terminate the Contract and/or bar the contractor from the award of future County contracts for a period of time consistent with the seriousness of the breach.

7.8 Conflict of Interest

7.8.1 No County employee whose position with the County enables such employee to influence the award of this Contract or any competing Contract, and no spouse or economic dependent of such employee, shall be employed in any capacity by the contractor or have any other direct or indirect financial interest in this Contract. No officer or employee of the contractor who may financially benefit from the performance of work hereunder shall in any way participate in the County's approval, or ongoing evaluation, of such work, or in any way attempt to unlawfully influence the County's approval or ongoing evaluation of such work.

7.8.2 The contractor shall comply with all conflict of interest laws, ordinances, and regulations now in effect or hereafter to be enacted during the term of this Contract. The

contractor warrants that it is not now aware of any facts that create a conflict of interest. If the contractor hereafter becomes aware of any facts that might reasonably be expected to create a conflict of interest, it shall immediately make full written disclosure of such facts to the County. Full written disclosures shall include, but are not limited to, identification of all persons implicated and a complete description of all relevant circumstances. Failure to comply with the provisions of this paragraph shall be a material breach of this Contract.

7.9 Consideration of Hiring County Employees Targeted for Layoff or Re-Employment List

7.9.1 Should the contractor require additional or replacement personnel after the effective date of this Contract to perform the services set forth herein, the contractor shall give first consideration for such employment openings to qualified, permanent County employees who are targeted for layoff or qualified, former County employees who are on a re-employment list during the life of this Contract.

7.10 Consideration of Hiring GAIN-GROW Participants

7.10.1 Should the contractor require additional or replacement personnel after the effective date of this Contract, the contractor shall give consideration for any such employment openings to participants in the County's Department of Public Social Services Greater

Avenues for Independence (GAIN) Program or General Relief Opportunity for Work (GROW) Program who meet the contractor's minimum qualifications for the open position. For this purpose, consideration shall mean that the contractor will interview qualified candidates. The County will refer GAIN/GROW participants by job category to the contractor. Contractors shall report all job openings with job requirements to (gaingrow@dpss.lacounty.gov) and (bsservices@wdacs.lacounty.gov) and DPSS will refer qualified GAIN/GROW job candidates.

7.10.2 In the event that both laid-off County employees and GAIN/GROW participants are available for hiring, County employees shall be given first priority.

7.11 Contractor Responsibility and Debarment

7.11.1 A responsible contractor is a contractor who has demonstrated the attribute of trustworthiness, as well as quality, fitness, capacity and experience to satisfactorily perform the contract. It is the County's policy to conduct business only with responsible contractors.

7.11.2 In chapter 2.202 of the County Code, the contractor is hereby notified that, in accordance with the County Code, if the County acquires information concerning the performance of the contractor on this or other contracts which indicates that the contractor is not responsible, the County may, in addition to other remedies

provided in the Contract, debar the contractor from bidding or proposing on, or being awarded, and/or performing work on County contracts for a specified period of time, which generally will not exceed five (5) years but may exceed five (5) years or be permanent if warranted by the circumstances, and terminate any or all existing contracts the contractor may have with the County.

7.11.3 The County may debar a non-responsive contractor if the Board of Supervisors finds, in its discretion, that the contractor has done any of the following: 1) violated a term of a contract with the County or a nonprofit corporation created by the County; 2) committed an act or omission which negatively reflects on the contractor's quality, fitness or capacity to perform a contract with the County, any other public entity, or a nonprofit corporation created by the County, or engaged in a pattern or practice which negatively reflects on same; 3) committed an act or offense which indicates a lack of business integrity or business honesty; or 4) made or submitted a false claim against the County or any other public entity.

7.11.4 Contractor Hearing Board

7.11.4.1 If there is evidence that the contractor may be subject to debarment, the Department will notify the contractor in writing of the evidence which is the basis for the proposed debarment and will advise the contractor of the scheduled date for a

debarment hearing before the Contractor Hearing Board.

7.11.4.2 The Contractor Hearing Board will conduct a hearing where evidence on the proposed debarment is presented. The contractor and/or the contractor's representative shall be given an opportunity to submit evidence at that hearing. After the hearing, the Contractor Hearing Board shall prepare a tentative proposed decision, which shall contain a recommendation regarding whether the contractor should be debarred, and, if so, the appropriate length of time of the debarment. The contractor and the Department shall be provided an opportunity to object to the tentative proposed decision prior to its presentation to the Board of Supervisors.

7.11.4.3 After consideration of any objections, or if no objections are submitted, a record of the hearing, the proposed decision, and any other recommendation of the Contractor Hearing Board shall be presented to the Board of Supervisors. The Board of Supervisors shall have the right to modify, deny, or adopt the proposed decision and recommendation of the Contractor Hearing Board.

7.11.4.4 If a contractor has been debarred for a period longer than five (5) years, that contractor may after the debarment has been in effect for at least five (5) years,

submit a written request for review of the debarment determination to reduce the period of debarment or terminate the debarment. The County may, in its discretion, reduce the period of debarment or terminate the debarment if it finds that the contractor has adequately demonstrated one or more of the following: 1) elimination of the grounds for which the debarment was imposed; 2) a bona fide change in ownership or management; 3) material evidence discovered after debarment was imposed; or 4) any other reason that is in the best interests of the County.

7.11.4.5 The Contractor Hearing Board will consider a request for review of a debarment determination only where 1) the contractor has been debarred for a period longer than five (5) years; 2) the debarment has been in effect for at least five (5) years; and 3) the request is in writing, states one or more of the grounds for reduction of the debarment period or termination of the debarment, and includes supporting documentation. Upon receiving an appropriate request, the Contractor Hearing Board will provide notice of the hearing on the request. At the hearing, the Contractor Hearing Board shall conduct a hearing where evidence on the proposed reduction of debarment period or termination of debarment is presented. This hearing shall be conducted and the request for review decided by the Contractor Hearing Board pursuant to the same

procedures as for a debarment hearing. 7.11.4.6 The Contractor Hearing Board's proposed decision shall contain a recommendation on the request to reduce the period of debarment or terminate the debarment. The Contractor Hearing Board shall present its proposed decision and recommendation to the Board of Supervisors. The Board of Supervisors shall have the right to modify, deny, or adopt the proposed decision and recommendation of the Contractor Hearing Board.

7.11.5 These terms shall also apply to subcontractors of County contractors.

7.12 Contractor's Acknowledgement of County's Commitment to Safely Surrendered Baby Law

7.12.1 The contractor acknowledges that the County places a high priority on the implementation of the Safely Surrendered Baby Law. The contractor understands that it is the County's policy to encourage all County contractors to voluntarily post the County's "Safely Surrendered Baby Law" poster, in Exhibit E, in a prominent position at the contractor's place of business. The contractor will also encourage its subcontractors, if any, to post this poster in a prominent position in the subcontractor's place of business. Information and posters for printing are available at (www.babysafela.org).

7.13 Contractor's Warranty of Adherence to

County's Child Support Compliance Program

7.13.1 The contractor acknowledges that the County has established a goal of ensuring that all individuals who benefit financially from the County through contracts are in compliance with their court-ordered child, family and spousal support obligations in order to mitigate the economic burden otherwise imposed upon the County and its taxpayers.

7.13.2 As required by the County's Child Support Compliance Program (County Code Chapter 2.200) and without limiting the contractor's duty under this Contract to comply with all applicable provisions of law, the contractor warrants that it is now in compliance and shall during the term of this Contract maintain in compliance with employment and wage reporting requirements as required by the Federal Social Security Act (42 USC Section 653a) and California Unemployment Insurance Code Section 1088.5, and shall implement all lawfully served Wage and Earnings Withholding Orders or Child Support Services Department Notices of Wage and Earnings Assignment for Child, Family or Spousal Support, pursuant to Code of Civil Procedure Section 706.031 and Family Code Section 5246(b).

7.14 County's Quality Assurance Plan

7.14.1 The County or its agent(s) will monitor the contractor's performance under this Contract on not less than an annual basis.

Such monitoring will include assessing the contractor's compliance with all Contract terms and conditions and performance standards. Contractor deficiencies which the County determines are significant or continuing and that may place performance of the Contract in jeopardy if not corrected will be reported to the Board of Supervisors and listed in the appropriate contractor performance database. The report to the Board will include improvement/corrective action measures taken by the County and the contractor. If improvement does not occur consistent with the corrective action measures, the County may terminate this Contract or impose other penalties as specified in this Contract.

7.15 Damage to County Facilities, Buildings or Grounds

7.15.1 The contractor shall repair, or cause to be repaired, at its own cost, any and all damage to County facilities, buildings, or grounds caused by the contractor or employees or agents of the contractor. Such repairs shall be made immediately after the contractor has become aware of such damage, but in no event later than thirty (30) days after the occurrence.

7.15.2 If the contractor fails to make timely repairs, County may make any necessary repairs. All costs incurred by County, as determined by County, for such repairs shall be repaid by the contractor by cash payment upon demand.

7.16 Employment Eligibility Verification

7.16.1 The contractor warrants that it fully complies with all Federal and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirements set forth in Federal and State statutes and regulations. The contractor shall obtain, from all employees performing work hereunder, all verification and other documentation of employment eligibility status required by Federal and State statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, (P.L. 99-603), or as they currently exist and as they may be hereafter amended. The contractor shall retain all such documentation for all covered employees for the period prescribed by law.

7.16.2 The contractor shall indemnify, defend, and hold harmless, the County, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the contractor or the County or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.

7.17 Facsimile Representations

7.17.1 The County and the contractor hereby

agree to regard facsimile representations of original signatures of authorized officers of each party, when appearing in appropriate places on the Amendments prepared pursuant to Paragraph 8.1 (Amendments) and received via communications facilities, as legally sufficient evidence that such original signatures have been affixed to Amendments to this Contract, such that the parties need not follow up facsimile transmissions of such documents with subsequent (non-facsimile) transmission of "original" versions of such documents.

7.18 Fair Labor Standards

7.18.1 The contractor shall comply with all applicable provisions of the Federal Fair Labor Standards Act and shall indemnify, defend, and hold harmless the County and its agents, officers, and employees from any and all liability, including, but not limited to, wages, overtime pay, liquidated damages, penalties, court costs, and attorneys' fees arising under any wage and hour law, including, but not limited to, the Federal Fair Labor Standards Act, for work performed by the contractor's employees for which the County may be found jointly or solely liable.

7.19 Force Majeure

7.19.1 Neither party shall be liable for such party's failure to perform its obligations under and in accordance with this Contract, if such failure arises out of fires, floods, epidemics,

quarantine restrictions, other natural occurrences, strikes, lockouts (other than a lockout by such party or any of such party's subcontractors), freight embargoes, or other similar events to those described above, but in every such case the failure to perform must be totally beyond the control and without any fault or negligence of such party (such events are referred to in this paragraph as "force majeure events").

7.19.2 Notwithstanding the foregoing, a default by a subcontractor of contractor shall not constitute a force majeure event, unless such default arises out of causes beyond the control of both contractor and such subcontractor, and without any fault or negligence of either of them. In such case, contractor shall not be liable for failure to perform, unless the goods or services to be furnished by the subcontractor were obtainable from other sources in sufficient time to permit contractor to meet the required performance schedule. As used in this subparagraph, the term "subcontractor" and "subcontractors" mean subcontractors at any tier.

7.19.3 In the event contractor's failure to perform arises out of a force majeure event, contractor agrees to use commercially reasonable best efforts to obtain goods or services from other sources, if applicable, and to otherwise mitigate the damages and reduce the delay caused by such force majeure event.

7.20 Governing Law, Jurisdiction, and Venue

7.20.1 This Contract shall be governed by, and construed in accordance with, the laws of the State of California. The contractor agrees and consents to the exclusive jurisdiction of the courts of the State of California for all purposes regarding this Contract and further agrees and consents that venue of any action brought hereunder shall be exclusively in the County of Los Angeles.

7.21 Independent Contractor Status

7.21.1 This Contract is by and between the County and the contractor and is not intended, and shall not be construed, to create the relationship of agent, servant, employee, partnership, joint venture, or association, as between the County and the contractor. The employees and agents of one party shall not be, or be construed to be, the employees or agents of the other party for any purpose whatsoever.

7.21.2 The contractor shall be solely liable and responsible for providing to, or on behalf of, all persons performing work pursuant to this Contract all compensation and benefits. The County shall have no liability or responsibility for the payment of any salaries, wages, unemployment benefits, disability benefits, Federal, State, or local taxes, or other compensation, benefits, or taxes for any personnel provided by or on behalf of the

contractor.

7.21.3 The contractor understands and agrees that all persons performing work pursuant to this Contract are, for purposes of Workers' Compensation liability, solely employees of the contractor and not employees of the County. The contractor shall be solely liable and responsible for furnishing any and all Workers' Compensation benefits to any person as a result of any injuries arising from or connected with any work performed by or on behalf of the contractor pursuant to this Contract.

7.22 Indemnification

7.22.1 The contractor shall indemnify, defend and hold harmless the County, its Special Districts, elected and appointed officers, employees, agents and volunteers ("County Indemnitees") from and against any and all liability, including but not limited to demands, claims, actions, fees, costs and expenses (including attorney and expert witness fees), arising from and/or relating to this Contract, except for such loss or damage arising from the sole negligence or willful misconduct of the County indemnitees.

7.23 General Provisions for all Insurance Coverage

7.23.1 Without limiting Contractor's indemnification of County, and in the performance of this Contract and until all of its obligations pursuant to this Contract have been

met, Contractor shall provide and maintain at its own expense insurance coverage satisfying the requirements specified in Paragraphs 8.24 and 8.25 of this Contract. These minimum insurance coverage terms, types and limits (the "Required Insurance") also are in addition to and separate from any other contractual obligation imposed upon Contractor pursuant to this Contract. The County in no way warrants that the Required Insurance is sufficient to protect the Contractor for liabilities which may arise from or relate to this Contract.

7.23.2 Evidence of Coverage and Notice to County

7.23.2.1 Certificate(s) of insurance coverage (Certificate) satisfactory to County, and a copy of an Additional Insured endorsement confirming County and its Agents (defined below) has been given Insured status under the Contractor's General Liability policy, shall be delivered to County at the address shown below and provided prior to commencing services under this Contract.

7.23.2.2 Renewal Certificates shall be provided to County not less than ten (10) days prior to contractor's policy expiration dates. The County reserves the right to obtain complete, certified copies of any required contractor and/or sub-contractor insurance policies at any time.

7.23.2.3 Certificates shall identify all

Required Insurance coverage types and limits specified herein, reference this Contract by name or number, and be signed by an authorized representative of the insurer(s). The Insured party named on the Certificate shall match the name of the contractor identified as the contracting party in this Contract. Certificates shall provide the full name of each insurer providing coverage, its NAIC (National Association of Insurance Commissioners) identification number, its financial rating, the amounts of any policy deductibles or self-insured retentions exceeding fifty thousand dollars (\$50,000), and list any County required endorsement forms.

7.23.2.4 Neither the County's failure to obtain, nor the County's receipt of, or failure to object to a non-complying insurance certificate or endorsement, or any other insurance documentation or information provided by the contractor, its insurance broker(s) and/or insurer(s), shall be construed as a waiver of any of the Required Insurance provisions.

7.23.2.5 Certificates and copies of any required endorsements shall be sent to:

County of Los Angeles
To Be Determined

7.23.2.6 Contractor also shall promptly report to County any injury or property

damage accident or incident, including any injury to a contractor employee occurring on County property, and any loss, disappearance, destruction, misuse, or theft of County property, monies or securities entrusted to contractor. Contractor also shall promptly notify County of any third party claim or suit filed against contractor or any of its subcontractors which arises from or relates to this Contract, and could result in the filing of a claim or lawsuit against contractor and/or County.

7.23.3 Additional Insured Status and Scope of Coverage. The County of Los Angeles, its Special Districts, Elected Officials, Officers, Agents, employees and volunteers (collectively County and its Agents) shall be provided additional insured status under contractor's General Liability policy with respect to liability arising out of contractor's ongoing and completed operations performed on behalf of the County. County and its Agents additional insured status shall apply with respect to liability and defense of suits arising out of the contractor's acts or omissions, whether such liability is attributable to the contractor or to the County. The full policy limits and scope of protection also shall apply to the County and its Agents as an additional insured, even if they exceed the County's minimum Required Insurance specifications herein. Use of an automatic additional insured endorsement form is acceptable providing it satisfies the Required Insurance provisions herein.

7.23.4 Cancellation of or Changes in Insurance. Contractor shall provide County with, or contractor's insurance policies shall contain a provision that County shall receive, written notice of cancellation or any change in Required Insurance, including insurer, limits of coverage, term of coverage or policy period. The written notice shall be provided to County at least ten (10) days in advance of cancellation for non-payment of premium and thirty (30) days in advance for any other cancellation or policy change. Failure to provide written notice of cancellation or any change in Required Insurance may constitute a material breach of the Contract, in the sole discretion of the County, upon which the County may suspend or terminate this Contract.

7.23.5 Failure to Maintain Insurance. Contractor's failure to maintain or to provide acceptable evidence that it maintains the Required Insurance shall constitute a material breach of the Contract, upon which County immediately may withhold payments due to contractor, and/or suspend or terminate this Contract. County, at its sole discretion, may obtain damages from contractor resulting from said breach. Alternatively, the County may purchase the Required Insurance, and without further notice to contractor, deduct the premium cost from sums due to contractor or pursue contractor reimbursement.

7.23.6 Insurer Financial Ratings. Coverage shall be placed with insurers acceptable to the

County with A.M. Best ratings of not less than A:VII unless otherwise approved by County.

7.23.7 Contractor's Insurance Shall Be Primary. Contractor's insurance policies, with respect to any claims related to this Contract, shall be primary with respect to all other sources of coverage available to contractor. Any County maintained insurance or self-insurance coverage shall be in excess of and not contribute to any contractor coverage.

7.23.8 Waivers of Subrogation. To the fullest extent permitted by law, the contractor hereby waives its rights and its insurer(s) rights of recovery against County under all the Required Insurance for any loss arising from or relating to this Contract. The contractor shall require its insurers to execute any waiver of subrogation endorsements which may be necessary to effect such waiver.

7.23.9 Subcontractor Insurance Coverage Requirements. Contractor shall include all subcontractors as insureds under contractor's own policies, or shall provide County with each subcontractor's separate evidence of insurance coverage. Contractor shall be responsible for verifying each subcontractor complies with the Required Insurance provisions herein, and shall require that each subcontractor name the County and contractor as additional insureds on the subcontractor's General Liability policy. Contractor shall obtain County's prior review and approval of any subcontractor request for

modification of the Required Insurance.

7.23.10 Deductibles and Self-Insured Retentions (SIRs). Contractor's policies shall not obligate the County to pay any portion of any contractor deductible or SIR. The County retains the right to require contractor to reduce or eliminate policy deductibles and SIRs as respects the County, or to provide a bond guaranteeing contractor's payment of all deductibles and SIRs, including all related claims investigation, administration and defense expenses. Such bond shall be executed by a corporate surety licensed to transact business in the State of California.

7.23.11 Claims Made Coverage. If any part of the Required Insurance is written on a claims made basis, any policy retroactive date shall precede the effective date of this Contract. Contractor understands and agrees it shall maintain such coverage for a period of not less than three (3) years following Contract expiration, termination or cancellation.

7.23.12 Application of Excess Liability Coverage. Contractors may use a combination of primary, and excess insurance policies which provide coverage as broad as ("follow form" over) the underlying primary policies, to satisfy the Required Insurance provisions.

7.23.13 Separation of Insureds. All liability policies shall provide cross-liability coverage as would be afforded by the standard ISO

(Insurance Services Office, Inc.) Separation of insureds provision with no insured versus insured exclusions or limitations.

7.23.14 Alternative Risk Financing Programs. The County reserves the right to review, and then approve, Contractor use of self-insurance, risk retention groups, risk purchasing groups, pooling arrangements and captive insurance to satisfy the Required Insurance provisions. The County and its Agents shall be designated as an Additional Covered Party under any approved program.

7.23.15 County Review and Approval of Insurance Requirements. The County reserves the right to review and adjust the Required Insurance provisions, conditioned upon County's determination of changes in risk exposures.

7.24 Insurance Coverage

7.24.1 Commercial General Liability insurance (providing scope of coverage equivalent to ISO policy form CG 00 01), naming County and its Agents as an additional insured, with limits of not less than:

General Aggregate:	\$2 million
Products/Completed	
Operations Aggregate:	\$1 million
Personal and Advertising Injury:	\$1 million
Each Occurrence:	\$1 million

7.24.2 Automobile Liability insurance (providing scope of coverage equivalent to ISO policy form CA 00 01) with limits of not less than \$1 million for bodily injury and property damage, in combined or equivalent split limits, for each single accident. Insurance shall cover liability arising out of contractor's use of autos pursuant to this Contract, including owned, leased, hired, and/or non-owned autos, as each may be applicable.

7.24.3 Workers Compensation and Employers' Liability insurance or qualified self-insurance satisfying statutory requirements, which includes Employers' Liability coverage with limits of not less than \$1 million per accident. If Contractor will provide leased employees, or, is an employee leasing or temporary staffing firm or a professional employer organization (PEO), coverage also shall include an Alternate Employer Endorsement (providing scope of coverage equivalent to ISO policy form WC 00 03 01 A) naming the County as the Alternate Employer, and the endorsement form shall be modified to provide that County will receive not less than thirty (30) days advance written notice of cancellation of this coverage provision. If applicable to Contractor's operations, coverage also shall be arranged to satisfy the requirements of any federal workers or workmen's compensation law or any federal occupational disease law.

7.24.4 Unique Insurance Coverage

7.24.4.1 Sexual Misconduct Liability Insurance covering actual or alleged claims for sexual misconduct and/or molestation with limits of not less than \$2 million per claim and \$2 million aggregate, and claims for negligent employment, investigation, supervision, training or retention of, or failure to report to proper authorities, a person(s) who committed any act of abuse, molestation, harassment, mistreatment or maltreatment of a sexual nature.

7.24.4.2 Professional Liability-Errors and Omissions Insurance covering Contractor's liability arising from or related to this Contract, with limits of not less than \$1 million per claim and \$2 million aggregate. Further, Contractor understands and agrees it shall maintain such coverage for a period of not less than three (3) years following this Agreement's expiration, termination or cancellation.

7.24.4.3 Property Coverage Contractors given exclusive use of County owned or leased property shall carry property coverage at least as broad as that provided by the ISO special causes of loss (ISO policy form CP 10 30) form. The County and its Agents shall be named as an Additional Insured and Loss Payee on contractor's insurance as its interests may appear. Automobiles and mobile equipment shall be insured for their actual cash value. Real property and all other personal

property shall be insured for their full replacement value.

7.24.4.4 Intentionally Omitted

7.24.4.5 Technology Errors & Omissions Insurance. Insurance for liabilities arising from errors, omissions, or negligent acts in rendering or failing to render computer or information technology services and technology products. Coverage for violation of software copyright should be included. Technology services should at a minimum include: 1) systems analysis; 2) systems programming; 3) data processing; 4) systems integration; 5) outsourcing including outsourcing development and design; 6) systems design, consulting, development and modification; 7) training services relating to computer software or hardware; 8) management, repair and maintenance of computer products, networks and systems; 9) marketing, selling, servicing, distributing, installing and maintaining computer hardware or software; 10) data entry, modification, verification, maintenance, storage, retrieval or preparation of data output, and any other services provided by the vendor with limits of not less than \$10 million.

7.24.4.6 Privacy/Network Security (Cyber) Liability. Insurance coverage providing protection against liability for: 1) privacy breaches [liability arising from the loss or

disclosure of confidential information no matter how it occurs]; 2) system breach; 3) denial or loss of service; 4) introduction, implantation, or spread of malicious software code; 5) unauthorized access to or use of computer systems with limits of not less than \$10 million. No exclusion/restriction for unencrypted portable devices/media may be on the policy.

7.24.4.7 Miscellaneous Coverage. Garage, Builder's Risk, Installation Floater, Owners and contractors Protective Liability, Pollution (Environmental) Liability, Asbestos Liability, Railroad Protective Liability, Earthquake, Flood, Terrorism, Motor Truck Cargo Liability, Equipment Breakdown, Aircraft Liability, Marine Protection and Indemnity, Fine Art, Fiduciary.

7.25 Liquidated Damages

7.25.1 If, in the judgment of the Department Head, or his/her designee, the contractor is deemed to be non-compliant with the terms and obligations assumed hereby, the Department Head, or his/her designee, at his/her option, in addition to, or in lieu of, other remedies provided herein, may withhold the entire monthly payment or deduct pro rata from the contractor's invoice for work not performed. A description of the work not performed and the amount to be withheld or deducted from payments to the contractor from the County, will be forwarded to the

contractor by the Department Head, or his/her designee, in a written notice describing the reasons for said action.

7.25.2 If the Department Head, or his/her designee, determines that there are deficiencies in the performance of this Contract that the Department Head, or his/her designee, deems are correctable by the contractor over a certain time span, the Department Head, or his/her designee, will provide a written notice to the contractor to correct the deficiency within specified time frames. Should the contractor fail to correct deficiencies within said time frame, the Department Head, or his/her designee, may: (a) Deduct from the contractor's payment, pro rata, those applicable portions of the Monthly Contract Sum; and/or (b) Deduct liquidated damages. The parties agree that it will be impracticable or extremely difficult to fix the extent of actual damages resulting from the failure of the contractor to correct a deficiency within the specified time frame. The parties hereby agree that under the current circumstances a reasonable estimate of such damages is one hundred dollars (\$100) per day per infraction, and that the contractor shall be liable to the County for liquidated damages in said amount. Said amount shall be deducted from the County's payment to the contractor; and/or (c) Upon giving five (5) days notice to the contractor for failure to correct the deficiencies, the County may correct any and all deficiencies and the total costs incurred by the County for completion of the work

by an alternate source, whether it be County forces or separate private contractor, will be deducted and forfeited from the payment to the contractor from the County, as determined by the County.

7.25.3 The action noted in Paragraph 8.26.2 shall not be construed as a penalty, but as adjustment of payment to the contractor to recover the County cost due to the failure of the contractor to complete or comply with the provisions of this Contract.

7.25.4 This Paragraph shall not, in any manner, restrict or limit the County's right to damages for any breach of this Contract provided by law or as specified in the PRS or Paragraph 8.26.2, and shall not, in any manner, restrict or limit the County's right to terminate this Contract as agreed to herein.

7.26 Most Favored Public Entity

7.26.1 If the contractor's prices decline, or should the contractor at any time during the term of this Contract provide the same goods or services under similar quantity and delivery conditions to the State of California or any county, municipality, or district of the State at prices below those set forth in this Contract, then such lower prices shall be immediately extended to the County.

7.27 Nondiscrimination and Affirmative Action

7.27.1 The contractor certifies and agrees that all persons employed by it, its affiliates, subsidiaries, or holding companies are and shall be treated equally without regard to or because of race, color, religion, ancestry, national origin, sex, age, physical or mental disability, marital status, or political affiliation, in compliance with all applicable Federal and State anti-discrimination laws and regulations.

7.27.2 The contractor shall certify to, and comply with, the provisions of Exhibit D (Contractor's EEO Certification).

7.27.3 The contractor shall take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to race, color, religion, ancestry, national origin, sex, age, physical or mental disability, marital status, or political affiliation, in compliance with all applicable Federal and State anti-discrimination laws and regulations. Such action shall include, but is not limited to: employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship.

7.27.4 The contractor certifies and agrees that it will deal with its subcontractors, bidders, or vendors without regard to or because of race, color, religion, ancestry, national origin, sex, age, physical or mental disability, marital status, or political affiliation.

7.27.5 The contractor certifies and agrees that it, its affiliates, subsidiaries, or holding companies shall comply with all applicable Federal and State laws and regulations to the end that no person shall, on the grounds of race, color, religion, ancestry, national origin, sex, age, physical or mental disability, marital status, or political affiliation, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this Contract or under any project, program, or activity supported by this Contract.

7.27.6 The contractor shall allow County representatives access to the contractor's employment records during regular business hours to verify compliance with the provisions of this Paragraph 8.28 (Nondiscrimination and Affirmative Action) when so requested by the County.

7.27.7 If the County finds that any provisions of this Paragraph 8.28 (Nondiscrimination and Affirmative Action) have been violated, such violation shall constitute a material breach of this Contract upon which the County may terminate or suspend this Contract. While the County reserves the right to determine independently that the anti-discrimination provisions of this Contract have been violated, in addition, a determination by the California Fair Employment and Housing Commission or the Federal Equal Employment Opportunity Commission that the contractor has violated Federal or State anti-discrimination laws or regulations shall constitute a finding by the

County that the contractor has violated the anti-discrimination provisions of this Contract.

7.27.8 The parties agree that in the event the contractor violates any of the anti-discrimination provisions of this Contract, the County shall, at its sole option, be entitled to the sum of five hundred dollars (\$500) for each such violation pursuant to California Civil Code Section 1671 as liquidated damages in lieu of terminating or suspending this Contract.

7.28 Non Exclusivity

7.28.1 Nothing herein is intended nor shall be construed as creating any exclusive arrangement with the contractor. This Contract shall not restrict County from acquiring similar, equal or like goods and/or services from other entities or sources.

7.29 Notice of Delays

7.29.1 Except as otherwise provided under this Contract, when either party has knowledge that any actual or potential situation is delaying or threatens to delay the timely performance of this Contract, that party shall, within one (1) business day, give notice thereof, including all relevant information with respect thereto, to the other party.

7.30 Notice of Disputes

7.30.1 The contractor shall bring to the attention of the County's Project Manager

and/or County's Project Director any dispute between the County and the contractor regarding the performance of services as stated in this Contract. If the County's Project Manager or County's Project Director is not able to resolve the dispute, the Chief Executive Officer, or designee shall resolve it.

7.31 Notice to Employees Regarding the Federal Earned Income Credit

7.31.1 The contractor shall notify its employees, and shall require each subcontractor to notify its employees, that they may be eligible for the Federal Earned Income Credit under the federal income tax laws. Such notice shall be provided in accordance with the requirements set forth in Internal Revenue Service Notice No. 1015.

7.32 Notice to Employees Regarding the Safely Surrendered Baby Law

7.32.1 The contractor shall notify and provide to its employees, and shall require each subcontractor to notify and provide to its employees, information regarding the Safely Surrendered Baby Law, its implementation in Los Angeles County, and where and how to safely surrender a baby. The information is set forth in Exhibit E, Safely Surrendered Baby Law of this Contract. Additional information is available at (www.babysafela.org).

7.33 Notices

7.33.1 All notices or demands required or

permitted to be given or made under this Contract shall be in writing and shall be hand delivered with signed receipt or mailed by first class registered or certified mail, postage prepaid, addressed to the parties. Addresses may be changed by either party giving ten (10) days prior written notice thereof to the other party. The (Department Head, or his/her designee) shall have the authority to issue all notices or demands required or permitted by the County under this Contract.

7.34 Prohibition Against Inducement or Persuasion

7.34.1 Notwithstanding the above, the contractor and the County agree that, during the term of this Contract and for a period of one year thereafter, neither party shall in any way intentionally induce or persuade any employee of one party to become an employee or agent of the other party. No bar exists against any hiring action initiated through a public announcement.

7.35 Public Records Act

7.35.1 Any documents submitted by the contractor, all information obtained in connection with the County's right to audit and inspect the contractor's documents, books, and accounting records pursuant to Paragraph 8.38 (Record Retention and Inspection-Audit Settlement) of this Contract, as well as those documents which were required to be submitted in response to the Request

for Proposals (RFP) used in the solicitation process for this Contract, become the exclusive property of the County. All such documents become a matter of public record and shall be regarded as public records. Exceptions will be those elements in the California Government Code Section 6250 et seq. (Public Records Act) and which are marked "trade secret", "confidential", or "proprietary". The County shall not in any way be liable or responsible for the disclosure of any such records including, without limitation, those so marked, if disclosure is required by law, or by an order issued by a court of competent jurisdiction.

7.35.2 In the event the County is required to defend an action on a Public Records Act request for any of the aforementioned documents, information, books, records, and/or contents of a proposal marked "trade secret", "confidential", or "proprietary", the contractor agrees to defend and indemnify the County from all costs and expenses, including reasonable attorney's fees, in action or liability arising under the Public Records Act.

7.36 Publicity

7.36.1 The contractor shall not disclose any details in connection with this Contract to any person or entity except as may be otherwise provided hereunder or required by law. However, in recognizing the contractor's need to identify its services and related clients to sustain itself, the County shall not inhibit the

contractor from publishing its role under this Contract within the following conditions:

7.36.1.1 The contractor shall develop all publicity material in a professional manner

7.36.1.2 During the term of this Contract, the contractor shall not, and shall not authorize another to, publish or disseminate any commercial advertisements, press releases, feature articles, or other materials using the name of the County without the prior written consent of the County's Project Director. The County shall not unreasonably withhold written consent.

7.36.2 The contractor may, without the prior written consent of County, indicate in its proposals and sales materials that it has been awarded this Contract with the County of Los Angeles, provided that the requirements of this Paragraph 8.37 (Publicity) shall apply.

7.37 Record Retention and Inspection-Audit Settlement

7.37.1 The contractor shall maintain accurate and complete financial records of its activities and operations relating to this Contract in accordance with generally accepted accounting principles. The contractor shall also maintain accurate and complete employment and other records relating to its performance of this Contract. The contractor agrees that the County, or its authorized representatives, shall

have access to and the right to examine, audit, excerpt, copy, or transcribe any pertinent transaction, activity, or record relating to this Contract. All such material, including, but not limited to, all financial records, bank statements, cancelled checks or other proof of payment, timecards, sign-in/sign-out sheets and other time and employment records, and proprietary data and information, shall be kept and maintained by the contractor and shall be made available to the County during the term of this Contract and for a period of five (5) years thereafter unless the County's written permission is given to dispose of any such material prior to such time. All such material shall be maintained by the contractor at a location in Los Angeles County, provided that if any such material is located outside Los Angeles County, then, at the County's option, the contractor shall pay the County for travel, per diem, and other costs incurred by the County to examine, audit, excerpt, copy, or transcribe such material at such other location.

7.37.2 In the event that an audit of the contractor is conducted specifically regarding this Contract by any Federal or State auditor, or by any auditor or accountant employed by the contractor or otherwise, then the contractor shall file a copy of such audit report with the County's Auditor Controller within thirty (30) days of the contractor's receipt thereof, unless otherwise provided by applicable Federal or State law or under this Contract. Subject to applicable law, the County shall

make a reasonable effort to maintain the confidentiality of such audit report(s) 8.38.3 Failure on the part of the contractor to comply with any of the provisions of this subparagraph 8.38 shall constitute a material breach of this Contract upon which the County may terminate or suspend this Contract.

7.37.3 If, at any time during the term of this Contract or within five (5) years after the expiration or termination of this Contract, representatives of the County conduct an audit of the contractor regarding the work performed under this Contract, and if such audit finds that the County's dollar liability for any such work is less than payments made by the County to the contractor, then the difference shall be either: a) repaid by the contractor to the County by cash payment upon demand, or b) at the sole option of the County's Auditor-Controller, deducted from any amounts due to the contractor from the County, whether under this Contract or otherwise. If such audit finds that the County's dollar liability for such work is more than the payments made by the County to the contractor, then the difference shall be paid to the contractor by the County by cash payment, provided that in no event shall the County's maximum obligation for this Contract exceed the funds appropriated by the County for the purpose of this Contract.

7.38 Recycled Bond Paper

7.38.1 Consistent with the Board of Supervisors'

policy to reduce the amount of solid waste deposited at the County landfills, the contractor agrees to use recycled-content paper to the maximum extent possible on this Contract.

7.39 Subcontracting

7.39.1 The requirements of this Contract may not be subcontracted by the contractor without the advance approval of the County. Any attempt by the contractor to subcontract without the prior consent of the County may be deemed a material breach of this Contract.

7.39.2 If the contractor desires to subcontract, the contractor shall provide the following information promptly at the County's request:

7.39.2.1 A description of the work to be performed by the subcontractor;

7.39.2.2 A draft copy of the proposed subcontract; and

7.39.2.3 Other pertinent information and/or certifications requested by the County.

7.39.3 The contractor shall indemnify, defend, and hold the County harmless with respect to the activities of each and every subcontractor in the same manner and to the same degree as if such subcontractor(s) were the contractor employees.

7.39.4 The contractor shall remain fully

responsible for all performances required of it under this Contract, including those that the contractor has determined to subcontract, notwithstanding the County's approval of the contractor's proposed subcontract.

7.39.5 The County's consent to subcontract shall not waive the County's right to prior and continuing approval of any and all personnel, including subcontractor employees, providing services under this Contract. The contractor is responsible to notify its subcontractors of this County right.

7.39.6 The County's Project Director is authorized to act for and on behalf of the County with respect to approval of any subcontract and subcontractor employees. After approval of the subcontract by the County, contractor shall forward a fully executed subcontract to the County for their files.

7.39.7 The contractor shall be solely liable and responsible for all payments or other compensation to all subcontractors and their officers, employees, agents, and successors in interest arising through services performed hereunder, notwithstanding the County's consent to subcontract.

7.39.8 The contractor shall obtain certificates of insurance, which establish that the subcontractor maintains all the programs of insurance required by the County from

each approved subcontractor. Before any subcontractor employee may perform any work hereunder, contractor shall ensure delivery of all such documents to: TBD

7.40 Termination for Breach of Warranty to Maintain Compliance with County's Child Support Compliance Program

7.40.1 Failure of the contractor to maintain compliance with the requirements set forth in Paragraph 8.14 (Contractor's Warranty of Adherence to County's Child Support Compliance Program) shall constitute default under this Contract. Without limiting the rights and remedies available to the County under any other provision of this Contract, failure of the contractor to cure such default within ninety (90) calendar days of written notice shall be grounds upon which the County may terminate this Contract pursuant to Paragraph 8.43 (Termination for Default) and pursue debarment of the contractor, pursuant to County Code Chapter 2.202.

7.41 Termination for Convenience

7.41.1 This Contract may be terminated, in whole or in part, from time to time, when such action is deemed by the County, in its sole discretion, to be in its best interest. Termination of work hereunder shall be effected by notice of termination to the contractor specifying the extent to which performance of work is terminated and the date upon which such

termination becomes effective. The date upon which such termination becomes effective shall be no less than ten (10) days after the notice is sent.

7.41.2 After receipt of a notice of termination and except as otherwise directed by the County, the contractor shall:

7.41.2.1 Stop work under this Contract on the date and to the extent specified in such notice; and

7.41.2.2 Complete performance of such part of the work as shall not have been terminated by such notice.

7.41.3 All material including books, records, documents, or other evidence bearing on the costs and expenses of the contractor under this Contract shall be maintained by the contractor in accordance with Paragraph 7.37 (Record Retention and Inspection-Audit Settlement).

7.42 Termination for Default

7.42.1 The County may, by written notice to the contractor, terminate the whole or any part of this Contract, if, in the judgment of County's Project Director:

7.42.1.1 Contractor has materially breached this Contract; or

7.42.1.2 Contractor fails to timely provide

and/or satisfactorily perform any task, deliverable, service, or other work required either under this Contract; or

7.42.1.3 Contractor fails to demonstrate a high probability of timely fulfillment of performance requirements under this Contract, or of any obligations of this Contract and in either case, fails to demonstrate convincing progress toward a cure within five (5) working days (or such longer period as the County may authorize in writing) after receipt of written notice from the County specifying such failure.

7.42.2 In the event that the County terminates this Contract in whole or in part as provided in Paragraph 7.43.1, the County may procure, upon such terms and in such manner as the County may deem appropriate, goods and services similar to those so terminated. The contractor shall be liable to the County for any and all excess costs incurred by the County, as determined by the County, for such similar goods and services. The contractor shall continue the performance of this Contract to the extent not terminated under the provisions of this paragraph.

7.42.3 Except with respect to defaults of any subcontractor, the contractor shall not be liable for any such excess costs of the type identified in Paragraph 7.43.2 if its failure to perform this Contract arises out of causes beyond the control and without the fault or negligence

of the contractor. Such causes may include, but are not limited to: acts of God or of the public enemy, acts of the County in either its sovereign or contractual capacity, acts of Federal or State governments in their sovereign capacities, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes, and unusually severe weather; but in every case, the failure to perform must be beyond the control and without the fault or negligence of the contractor. If the failure to perform is caused by the default of a subcontractor, and if such default arises out of causes beyond the control of both the contractor and subcontractor, and without the fault or negligence of either of them, the contractor shall not be liable for any such excess costs for failure to perform, unless the goods or services to be furnished by the subcontractor were obtainable from other sources in sufficient time to permit the contractor to meet the required performance schedule. As used in this paragraph, the term "subcontractor(s)" means subcontractor(s) at any tier.

7.42.4 If, after the County has given notice of termination under the provisions of Paragraph 7.42 (Termination for Default) it is determined by the County that the contractor was not in default under the provisions of Paragraph 7.42 (Termination for Default) or that the default was excusable under the provisions of subparagraph 7.42.3, the rights and obligations of the parties shall be the same as if the notice of termination had been issued pursuant to

Paragraph 7.41 (Termination for Convenience).

7.42.5 The rights and remedies of the County provided in this Paragraph 7.42 (Termination for Default) shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

7.43 Termination for Improper Consideration

7.43.1 The County may, by written notice to the contractor, immediately terminate the right of the contractor to proceed under this Contract if it is found that consideration, in any form, was offered or given by the contractor, either directly or through an intermediary, to any County officer, employee, or agent with the intent of securing this Contract or securing favorable treatment with respect to the award, amendment, or extension of this Contract or the making of any determinations with respect to the contractor's performance pursuant to this Contract. In the event of such termination, the County shall be entitled to pursue the same remedies against the contractor as it could pursue in the event of default by the contractor.

7.43.2 The contractor shall immediately report any attempt by a County officer or employee to solicit such improper consideration. The report shall be made either to the County manager charged with the supervision of the employee or to the County Auditor-Controller's Employee Fraud Hotline at (800) 544-6861.

7.43.3 Among other items, such improper consideration may take the form of cash, discounts, services, the provision of travel or entertainment, or tangible gifts.

7.44 Termination for Insolvency

7.44.1 The County may terminate this Contract forthwith in the event of the occurrence of any of the following:

7.44.1.1 Insolvency of the contractor. The contractor shall be deemed to be insolvent if it has ceased to pay its debts for at least sixty (60) days in the ordinary course of business or cannot pay its debts as they become due, whether or not a petition has been filed under the Federal Bankruptcy Code and whether or not the contractor is insolvent within the meaning of the Federal Bankruptcy Code:

7.44.1.2 The filing of a voluntary or involuntary petition regarding the contractor under the Federal Bankruptcy Code.

7.44.1.3 The appointment of a Receiver or Trustee for the contractor.

7.44.1.4 The execution by the contractor of a general assignment for the benefit of creditors.

7.44.2 The rights and remedies of the County

provided in this Paragraph 8.45 (Termination for Insolvency) shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

7.45 Termination for Non-Adherence of County Lobbyist Ordinance

7.45.1 The contractor, and each County Lobbyist or County Lobbying firm as defined in County Code Section 2.160.010 retained by the contractor, shall fully comply with the County's Lobbyist Ordinance, County Code Chapter 2.160. Failure on the part of the contractor or any County Lobbyist or County Lobbying firm retained by the contractor to fully comply with the County's Lobbyist Ordinance shall constitute a material breach of this Contract, upon which the County may in its sole discretion, immediately terminate or suspend this Contract.

7.46 Termination for Non-Appropriation of Funds

7.46.1 Notwithstanding any other provision of this Contract, the County shall not be obligated for the contractor's performance hereunder or by any provision of this Contract during any of the County's future fiscal years unless and until the County's Board of Supervisors appropriates funds for this Contract in the County's Budget for each such future fiscal year. In the event that funds are not appropriated for this Contract, then this Contract shall terminate as of June 30 of the last fiscal year for which funds were

appropriated. The County shall notify the contractor in writing of any such non-allocation of funds at the earliest possible date.

7.47 Validity

7.47.1 If any provision of this Contract or the application thereof to any person or circumstance is held invalid, the remainder of this Contract and the application of such provision to other persons or circumstances shall not be affected thereby.

7.48 Waiver

7.48.1 No waiver by the County of any breach of any provision of this Contract shall constitute a waiver of any other breach or of such provision. Failure of the County to enforce at any time, or from time to time, any provision of this Contract shall not be construed as a waiver thereof. The rights and remedies set forth in this paragraph 8.49 shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

7.49 Warranty Against Contingent Fees

7.49.1 The contractor warrants that no person or selling agency has been employed or retained to solicit or secure this Contract upon any Contract or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling

agencies maintained by the contractor for the purpose of securing business.

7.49.2 For breach of this warranty, the County shall have the right to terminate this Contract and, at its sole discretion, deduct from the Contract price or consideration, or otherwise recover, the full amount of such commission, percentage, brokerage, or contingent fee.

7.50 Warranty of Compliance with County's Defaulted Property Tax Reduction Program

7.50.1 Contractor acknowledges that County has established a goal of ensuring that all individuals and businesses that benefit financially from County through contract are current in paying their property tax obligations (secured and unsecured roll) in order to mitigate the economic burden otherwise imposed upon County and its taxpayers.

Unless contractor qualifies for an exemption or exclusion, contractor warrants and certifies that to the best of its knowledge it is now in compliance, and during the term of this contract will maintain compliance, with Los Angeles County Code Chapter 2.206.

7.51 Termination for Breach of Warranty to Maintain Compliance with County's Defaulted Property Tax Reduction Program

7.51.1 Failure of contractor to maintain compliance with the requirements set forth in

Paragraph 8.51 "Warranty of Compliance with County's Defaulted Property Tax Reduction Program" shall constitute default under this contract. Without limiting the rights and remedies available to County under any other provision of this contract, failure of contractor to cure such default within ten (10) days of notice shall be grounds upon which County may terminate this contract and/or pursue debarment of contractor, pursuant to County Code Chapter 2.206.

7.52 Time Off for Voting

7.52.1 The contractor shall notify its employees, and shall require each subcontractor to notify and provide to its employees, information regarding the time off for voting law (Elections Code Section 14000). Not less than ten (10) days before every statewide election, every contractor and subcontractors shall keep posted conspicuously at the place of work, if practicable, or elsewhere where it can be seen as employees come or go to their place of work, a notice setting forth the provisions of Section 14000.

7.53 Compliance with County's Zero Tolerance Policy on Human Trafficking

7.53.1 Contractor acknowledges that the County has established a Zero Tolerance Policy on Human Trafficking prohibiting contractors from engaging in human trafficking. If a Contractor or member of Contractor's staff

is convicted of a human trafficking offense, the County shall require that the Contractor or member of Contractor's staff be removed immediately from performing services under the Contract. County will not be under any obligation to disclose confidential information regarding the offenses other than those required by law.

Disqualification of any member of Contractor's staff pursuant to this paragraph shall not relieve Contractor of its obligation to complete all work in accordance with the terms and conditions of this Contract.

7.54 Integrated Pest Management Program Compliance

7.54.1 Contractor acknowledges that County has established an Integrated Pest Management Program (the Program) which aims to reduce or eliminate pollutants moved into surface water through storm water management systems and facilities. Contractor certifies compliance with the Integrated Pest Management Program Compliance Certification that contractor has reviewed, understands, and will adhere to the County's IPM Program requirements as set forth in this Paragraph 7.54 (Integrated Pest Management Program Compliance) and at (www.lacountyipm.org).

7.54.2 Contractor must ensure and certify that its employees who apply pesticides on County owned or maintained property are

appropriately trained. The training, which must be conducted on an annual basis, but no later than June 30th of each calendar year, must meet the County's minimum requirements under the Program.

7.54.3 Employee training may be self-certified by Contractors, provided the County has the ability to audit the training, and must include, at a minimum, the following:

- The potential for pesticide-related surface water toxicity
- Proper use, handling, and disposal of pesticides
- Least toxic methods of pest prevention and control, including IPM
- Reduction of pesticide use

7.54.4 All users of commercial pesticides are required by State law to provide a monthly pesticide report to the Los Angeles County Department of Agricultural Commissioner/Weights and Measures (ACWM). In addition to the mandatory monthly reporting requirement, Contractor shall provide to the Department, with a copy to the ACWM, an annual summary of the pesticides used outdoors on County-owned or maintained property by Fiscal Year (July 1 to June 30). For each pesticide, the summary shall include all of the following:

- Product trade name
- Active ingredient(s)
- EPA Registration Number
- Total amount used

The units reported shall be appropriate to the product (gallons, ounces, pounds, etc.).

7.55 Prevailing Wage Requirements (Applies to the Development Contract Only)

7.55.1 These services will consist of both prevailing wage work and non-prevailing wage work. For project which is a public work as defined in Section 1720 of the California Labor Code, and subject to compliance monitoring and enforcement by the Department of Industrial Relations (DIR), the following provisions of this Section shall apply.

7.55.2 A contractor or subcontractor shall not be qualified to bid on, be listed in a bid proposal, subject to requirements of Section 4104 of the California Public Contract Code, or engage in the performance of any contract for public works, unless currently registered with the Department of Industrial Relations and qualified to perform public work pursuant to California Labor Code section 1725.5.

7.55.3 The County shall not accept any bid nor award any contract without proof of the contractor and subcontractor's current registration to perform the project. A copy of the confirmed registration from the Department of Industrial Relations website (<https://efiling.dir.ca.gov/PWCR/Search.action>) must be attached in applicable part of the bid package. The bid submitted by an unregistered contractor shall be basis for considering the bid non-responsive [with limited exceptions from

this requirement for bid purposes only under Labor Code section 1771.1].

7.55.4 An inadvertent error in listing an unregistered subcontractor pursuant to Labor Code section 1725.5 in a bid proposal shall be grounds for considering the bid non-responsive, unless:

1. The subcontractor is registered prior to the bid opening
2. Within 24 hours after the bid opening, the subcontractor is registered and has paid the penalty registration fee specified in subparagraph (E) of paragraph (2) of subdivision (a) of Section 1725.5
3. The subcontractor is replaced by another registered subcontractor pursuant to Section 4107 of the Public Contract Code

7.55.5 All contractors and subcontractors must furnish certified payroll records directly to the Labor Commissioner (aka Division of Labor Standards Enforcement) in a format prescribed by the Labor Commission.

7.55.6 The prime contractor is required to post job site notices prescribed below:

8 Calif. Code Reg. §16451(d):

"This public works project is subject to monitoring and investigative activities by the Compliance Monitoring Unit (CMU) of the Division of Labor Standards Enforcement, Department of Industrial Relations, State of California. This Notice is intended to provide

information to all workers employed in the execution of the contract for public work and to all contractors and other persons having access to the job site to enable the CMU to ensure compliance with and enforcement of prevailing wage laws on public works projects.”

“The prevailing wage laws require that all workers be paid at least the minimum hourly wage as determined by the Director of Industrial Relations for the specific classification (or type of work) performed by workers on the project. These rates are listed on a separate job site posting of minimum prevailing rates required to be maintained by the public entity which awarded the public works contract. Complaints concerning nonpayment of the required minimum wage rates to workers on this project may be filed with the CMU at any office of the Division of Labor Standards Enforcement (DLSE).”

Local Office Telephone Number:
Division of Labor Standards
Enforcement Office
320 W. Fourth Street, Suite 450
Los Angeles, CA 90013
(213) 620-6330

“Complaints should be filed in writing immediately upon discovery of any violations of the prevailing wage laws due to the short period of time following the completion of the project that the CMU may take legal action against those responsible.”

“Complaints should contain details about the violations alleged (for example, wrong rate paid, not all hours paid, overtime rate not paid for hours worked in excess of 8 per day or 40 per week, etc) as well as the name of the employer, the public entity which awarded the public works contract, and the location and name of the project.”

“For general information concerning the prevailing wage laws and how to file a complaint concerning any violation of these prevailing wage laws, you may contact any DLSE office. Complaint forms are also available at the Department of Industrial Relations website found at (<http://www.dir.ca.gov/PublicWorks/PublicWorks.html>)”

7.55.7 In addition, electronic certified payroll records must be submitted to the County through an online system designated by the County.

7.56 Solicitation Requirements Review

7.56.1 Any person or entity may seek a Solicitation Requirements Review by a request to the Department conducting the solicitation. A request for a Solicitation Requirements Review may be denied, in the Department’s sole discretion, if the request does not satisfy all of the following criteria:

1. The request for a Solicitation Requirements Review is made within ten (10) business days of the issuance of the solicitation document

2. The request for a Solicitation Requirements Review includes documentation, which demonstrates the underlying ability of the person or entity to submit a proposal
3. The request for a Solicitation Requirements Review itemizes in appropriate detail, each matter contested and factual reasons for the requested review
4. The request for a Solicitation Requirements Review asserts either that:
 - a. application of the minimum requirements, evaluation criteria and/or business requirements unfairly disadvantages the person or entity
 - b. due to unclear instructions, the process may result in the County not receiving the best possible responses from prospective proposers

The Solicitation Requirements Review shall be completed and the Department’s determination shall be provided to the requesting person or entity, in writing, within a reasonable time prior to the proposal due date.

7.57 Disqualification Review

7.57.1 A proposal may be disqualified from consideration because a Department determined it was non-responsive at any time during the review/evaluation process. If a Department determines that a proposal is disqualified due to non-responsiveness, the Department shall notify the proposer in writing.

Upon receipt of the written determination of non-responsiveness, the proposer may submit a written request for a Disqualification Review within the timeframe specified in the written determination.

A request for a Disqualification Review may, in the Department's sole discretion, be denied if the request does not satisfy all of the following criteria:

1. The person or entity requesting a Disqualification Review is a proposer
2. The request for a Disqualification Review is submitted timely (i.e., by the date and time specified in the written determination)
3. The request for a Disqualification Review asserts that the Department's determination of disqualification due to non-responsiveness was erroneous (e.g. factual errors, etc.) and provides factual support on each ground asserted as well as copies of all documents and other material that support the assertions

The Disqualification Review shall be completed and the determination shall be provided to the requesting proposer, in writing, prior to the conclusion of the evaluation process.

Proposer can also be disqualified for Paragraph 7.11 (Determination of Proposer Responsibility).

7.58 Proposed Contractor Selection Review

7.58.1 Any proposer that has timely submitted a notice of its intent to request a Proposed Contractor Selection Review as described in Paragraph 7.58 (Proposed Contractor Selection Review) may submit a written request for a Proposed Contractor Selection Review, in the manner and time frame as shall be specified by the Department.

A request for a Proposed Contractor Selection Review may, in the Department's sole discretion, be denied if the request does not satisfy all of the following criteria:

1. The person or entity requesting a Proposed Contractor Selection Review is a proposer
2. The request for a Proposed Contractor Selection Review is submitted timely (i.e., by the date and time specified by the Department)
3. The person or entity requesting a Proposed Contractor Selection Review asserts in appropriate detail with factual reasons one or more of the following grounds for review:
 - a. The Department materially failed to follow procedures specified in its solicitation document. This includes:
 - i. Failure to correctly apply the standards for reviewing the proposal format requirements
 - ii. Failure to correctly apply the standards, and/or follow the prescribed methods, for evaluating the proposals as

- iii. Use of evaluation criteria that were different from the evaluation criteria disclosed in the solicitation document
 - b. The Department made identifiable mathematical or other errors in evaluating proposals, resulting in the proposer receiving an incorrect score and not being selected as the recommended contractor
 - c. A member of the Evaluation Committee demonstrated bias in the conduct of the evaluation
 - d. Another basis for review as provided by state or federal law
4. The request for a Proposed Contractor Selection Review sets forth sufficient detail to demonstrate that, but for the Department's alleged failure, the proposer would have been the lowest cost, responsive and responsible bid or the highest-scored proposal, as the case may be

Upon completing the Proposed Contractor Selection Review, the Department representative shall issue a written decision to the proposer within a reasonable time following receipt of the request for a Proposed Contractor Selection Review, and always before the date the contract award recommendation is to be heard by the Board. The written decision shall additionally instruct the proposer of the manner and time frame for requesting a County Independent Review. See Paragraph 7.59 (County Independent Review Process) below.

7.59 County Independent Review Process

7.59.1 Any proposer that is not satisfied with the results of the Proposed Contractor Selection Review may submit a written request for a County Independent Review in the manner and time frame specified by the Department in the Department's written decision regarding the Proposed Contractor Selection Review.

A request for County Independent Review may, in the County's sole discretion, be denied if the request does not satisfy all of the following criteria:

1. The person or entity requesting a County Independent Review is a proposer;
2. The request for a County Independent Review is submitted timely (i.e., by the date and time specified by the Department); and
3. The person or entity requesting review by a County Independent Review has limited the request to items raised in the Proposed Contractor Selection Review and new items that (a) arise from the Department's written decision and (b) are one of the appropriate grounds for requesting a Proposed Contractor Selection Review as listed in Paragraph 7.58 (Proposed Contractor Selection Review) above.

Upon completion of the County Independent Review, Internal Services Department will forward the report to the Department, which will provide a copy to the proposer.

CHARITABLE CONTRIBUTIONS CERTIFICATION

Company Name

Address

Internal Revenue Service Employer Identification Number

California Registry of Charitable Trusts "CT" number (if applicable)

The Nonprofit Integrity Act (SB 1262, Chapter 919) added requirements to California's Supervision of Trustees and Fundraisers for Charitable Purposes Act which regulates those receiving and raising charitable contributions.

Check the Certification below that is applicable to your company.

- Proposer or Contractor has examined its activities and determined that it does not now receive or raise charitable contributions regulated under California's Supervision of Trustees and Fundraisers for Charitable Purposes Act. If Proposer engages in activities subjecting it to those laws during the term of a County contract, it will timely comply with them and provide County a copy of its initial registration with the California State Attorney General's Registry of Charitable Trusts when filed.

OR

- Proposer or Contractor is registered with the California Registry of Charitable Trusts under the CT number listed above and is in compliance with its registration and reporting requirements under California law. Attached is a copy of its most recent filing with the Registry of Charitable Trusts as required by Title 11 California Code of Regulations, sections 300-301 and Government Code sections 12585-12586.

Signature

Date

Name and Title of Signer (please print)

cProject Budget Worksheet

Proposer Name:

GSF/CLASSROOM	
GSF/SEAT	

GSF	
ACRES	
SEAT COUNT	
CLASSROOM COUNT	

TOTAL USES:

TOTAL\$/SF:

TOTAL SOURCES:

SOURCES

	PRE-CONSTRUCTION	\$ -	Notes/Uses - Explain any restrictions for use of funds
	CONSTRUCTION	\$ -	Notes/Uses - Explain any restrictions for use of funds
	ENVIRONMENTAL/DUE DILIGENCE	\$ -	Notes

	A&E	\$ -	Notes
	OTHER SOFT COSTS	\$ -	Notes
	HARD COSTS	\$ -	Notes
	FURNITURE & EQUIPMENT	\$ -	Notes
	COMMUNITY OUTREACH	\$ -	Notes
	CONTINGENCY	\$ -	Notes
	Soft Cost Contingency		
	Hard Cost Contingency		

CONTRACTOR'S EEO CERTIFICATION

 Contractor Name

 Address

 Internal Revenue Service Employer Identification Number

GENERAL CERTIFICATION

In accordance with Section 4.32.010 of the Code of the County of Los Angeles, the contractor, supplier, or vendor certifies and agrees that all persons employed by such firm, its affiliates, subsidiaries, or holding companies are and will be treated equally by the firm without regard to or because of race, religion, ancestry, national origin, or sex and in compliance with all anti-discrimination laws of the United States of America and the State of California.

CONTRACTOR'S SPECIFIC CERTIFICATIONS

- | | | |
|--|------------------------------|-----------------------------|
| 1. The Contractor has a written policy statement prohibiting discrimination in all phases of employment. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. The Contractor periodically conducts a self analysis or utilization analysis of its work force. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. The Contractor has a system for determining if its employment practices are discriminatory against protected groups. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. Where problem areas are identified in employment practices, the Contractor has a system for taking reasonable corrective action, to include establishment of goals or timetables. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

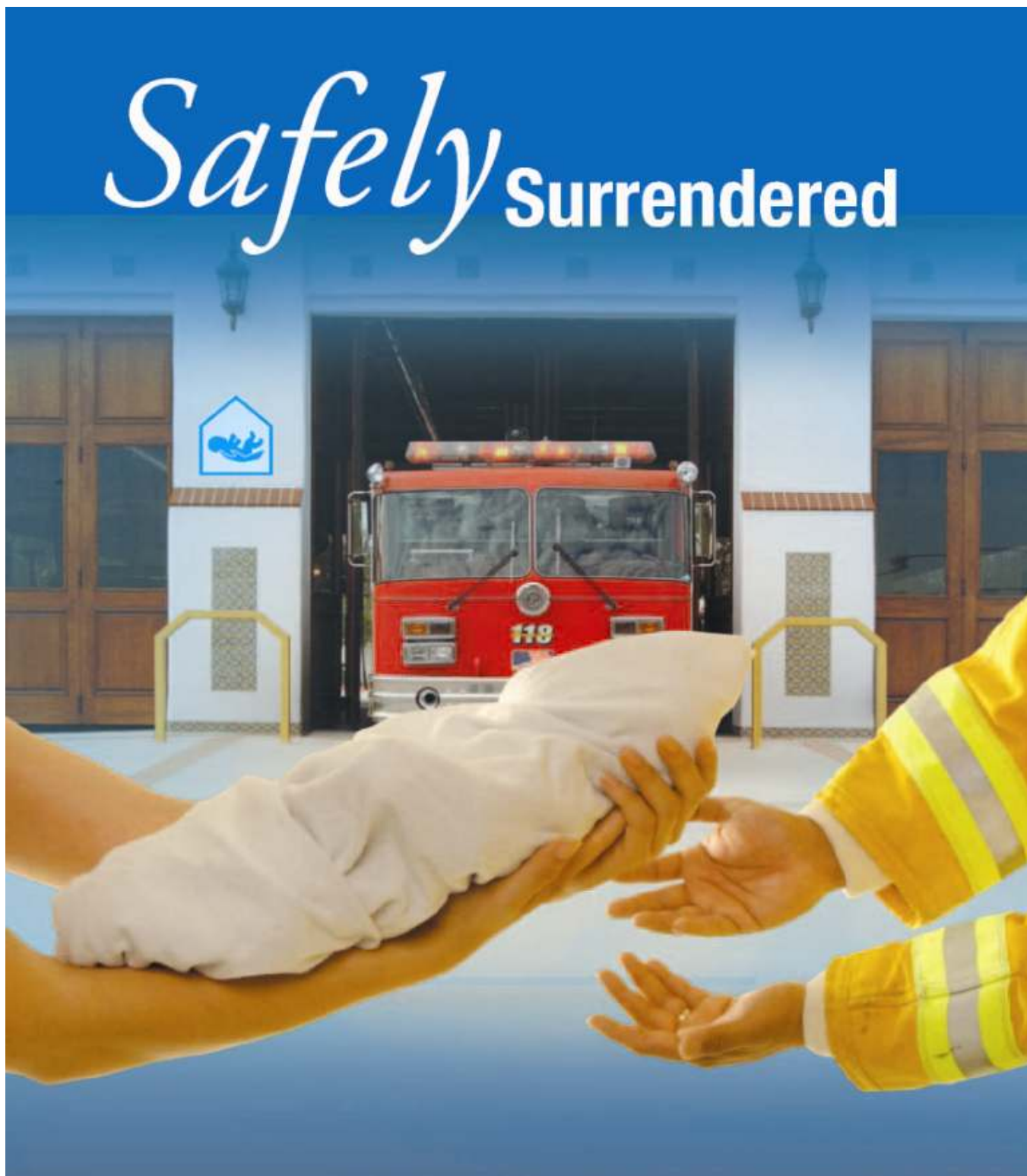
 Authorized Official's Printed Name and Title

 Authorized Official's Signature

 Date

SAFELY SURRENDERED BABY LAW

Safely Surrendered



No shame. No blame. No names.

In Los Angeles County: 1-877-BABY SAFE • 1-877-222-9723

www.babysafela.org



EXHIBIT E

In Los Angeles County: 1-877-BABY SAFE • 1-877-222-9723

www.babysafela.org

Safely Surrendered Baby Law

What is the Safely Surrendered Baby Law?

California's Safely Surrendered Baby Law allows parents or other persons, with lawful custody, which means anyone to whom the parent has given permission to confidentially surrender a baby. As long as the baby is three days (72 hours) of age or younger and has not been abused or neglected, the baby may be surrendered without fear of arrest or prosecution.

Every baby deserves a chance for a healthy life. If someone you know is considering abandoning a baby, let her know there are other options. For three days (72 hours) after birth, a baby can be surrendered to staff at any hospital or fire station in Los Angeles County.

How does it work?

A distressed parent who is unable or unwilling to care for a baby can legally, confidentially, and safely surrender a baby within three days (72 hours) of birth. The baby must be handed to an employee at a hospital or fire station in Los Angeles County. As long as the baby shows no sign of abuse or neglect, no name or other information is required. In case the parent changes his or her mind at a later date and wants the baby back, staff will use bracelets to help connect them to each other. One bracelet will be placed on the baby, and a matching bracelet will be given to the parent or other surrendering adult.

What if a parent wants the baby back?

Parents who change their minds can begin the process of reclaiming their baby within 14 days. These parents should call the Los Angeles County Department of Children and Family Services at 1-800-540-4000.

Can only a parent bring in the baby?

No. While in most cases a parent will bring in the baby, the Law allows other people to bring in the baby if they have lawful custody.

Does the parent or surrendering adult have to call before bringing in the baby?

No. A parent or surrendering adult can bring in a baby anytime, 24 hours a day, 7 days a week, as long as the parent or surrendering adult surrenders the baby to someone who works at the hospital or fire station.

Does the parent or surrendering adult have to tell anything to the people taking the baby?

No. However, hospital or fire station personnel will ask the surrendering party to fill out a questionnaire designed to gather important medical history information, which is very useful in caring for the baby. The questionnaire includes a stamped return envelope and can be sent in at a later time.

What happens to the baby?

The baby will be examined and given medical treatment. Upon release from the hospital, social workers immediately place the baby in a safe and loving home and begin the adoption process.

What happens to the parent or surrendering adult?

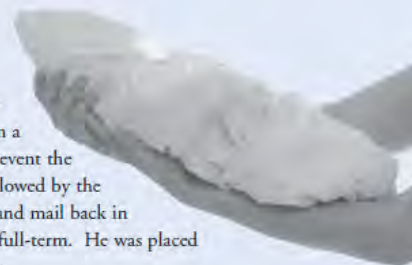
Once the parent or surrendering adult surrenders the baby to hospital or fire station personnel, they may leave at any time.

Why is California doing this?

The purpose of the Safely Surrendered Baby Law is to protect babies from being abandoned, hurt or killed by their parents. You may have heard tragic stories of babies left in dumpsters or public bathrooms. Their parents may have been under severe emotional distress. The mothers may have hidden their pregnancies, fearful of what would happen if their families found out. Because they were afraid and had no one or nowhere to turn for help, they abandoned their babies. Abandoning a baby is illegal and places the baby in extreme danger. Too often, it results in the baby's death. The Safely Surrendered Baby Law prevents this tragedy from ever happening again in California.

A baby's story

Early in the morning on April 9, 2005, a healthy baby boy was safely surrendered to nurses at Harbor-UCLA Medical Center. The woman who brought the baby to the hospital identified herself as the baby's aunt and stated the baby's mother had asked her to bring the baby to the hospital on her behalf. The aunt was given a bracelet with a number matching the anklet placed on the baby; this would provide some identification in the event the mother changed her mind about surrendering the baby and wished to reclaim the baby in the 14-day period allowed by the Law. The aunt was also provided with a medical questionnaire and said she would have the mother complete and mail back in the stamped return envelope provided. The baby was examined by medical staff and pronounced healthy and full-term. He was placed with a loving family that had been approved to adopt him by the Department of Children and Family Services.



Ley de Entrega de Bebés *Sin Peligro*



Los recién nacidos pueden ser entregados en forma segura al personal de cualquier hospital o cuartel de bomberos del Condado de Los Ángeles

Sin pena. Sin culpa. Sin nombres.

En el Condado de Los Ángeles: 1-877-BABY SAFE • 1-877-222-9723

www.babysafela.org



En el Condado de Los Ángeles: 1-877-BABY SAFE • 1-877-222-9723

www.babysafela.org

Ley de Entrega de Bebés Sin Peligro

¿Qué es la Ley de Entrega de Bebés sin Peligro?

La Ley de Entrega de Bebés sin Peligro de California permite la entrega confidencial de un recién nacido por parte de sus padres u otras personas con custodia legal, es decir cualquier persona a quien los padres le hayan dado permiso. Siempre que el bebé tenga tres días (72 horas) de vida o menos, y no haya sufrido abuso ni negligencia, pueden entregar al recién nacido sin temor de ser arrestados o procesados.

Cada recién nacido se merece la oportunidad de tener una vida saludable. Si alguien que usted conoce está pensando en abandonar a un recién nacido, infórmele que tiene otras opciones. Hasta tres días (72 horas) después del nacimiento, se puede entregar un recién nacido al personal de cualquier hospital o cuartel de bomberos del condado de Los Angeles.

¿Cómo funciona?

El padre/madre con dificultades que no pueda o no quiera cuidar de su recién nacido puede entregarlo en forma legal, confidencial y segura dentro de los tres días (72 horas) del nacimiento. El bebé debe ser entregado a un empleado de cualquier hospital o cuartel de bomberos del Condado de Los Ángeles. Siempre que el bebé no presente signos de abuso o negligencia, no será necesario suministrar nombres ni información alguna. Si el padre/madre cambia de opinión posteriormente y desea recuperar a su bebé, los trabajadores utilizarán brazaletes para poder vincularlos. El bebé llevará un brazalete y el padre/madre o el adulto que lo entregue recibirá un brazalete igual.

¿Qué pasa si el padre/madre desea recuperar a su bebé?

Los padres que cambien de opinión pueden comenzar el proceso de reclamar a su recién nacido dentro de los 14 días. Estos padres deberán llamar al Departamento de Servicios para Niños y Familias (Department of Children and Family Services) del Condado de Los Ángeles al 1-800-540-4000.

¿Sólo los padres podrán llevar al recién nacido?

No. Si bien en la mayoría de los casos son los padres los que llevan al bebé, la ley permite que otras personas lo hagan si tienen custodia legal.

¿Los padres o el adulto que entrega al bebé deben llamar antes de llevar al bebé?

No. El padre/madre o adulto puede llevar al bebé en cualquier momento, las 24 horas del día, los 7 días de la semana, siempre y cuando entreguen a su bebé a un empleado del hospital o cuartel de bomberos.

¿Es necesario que el padre/madre o adulto diga algo a las personas que reciben al bebé?

No. Sin embargo, el personal del hospital o cuartel de bomberos le pedirá a la persona que entregue al bebé que llene un cuestionario con la finalidad de recabar antecedentes médicos importantes, que resultan de gran utilidad para cuidar bien del bebé. El cuestionario incluye un sobre con el sello postal pagado para enviarlo en otro momento.

¿Qué pasará con el bebé?

El bebé será examinado y le brindarán atención médica. Cuando le den el alta del hospital, los trabajadores sociales inmediatamente ubicarán al bebé en un hogar seguro donde estará bien atendido, y se comenzará el proceso de adopción.

¿Qué pasará con el padre/madre o adulto que entregue al bebé?

Una vez que los padres o adulto hayan entregado al bebé al personal del hospital o cuartel de bomberos, pueden irse en cualquier momento.

¿Por qué se está haciendo esto en California? ?

La finalidad de la Ley de Entrega de Bebés sin Peligro es proteger a los bebés para que no sean abandonados, lastimados o muertos por sus padres. Usted probablemente haya escuchado historias trágicas sobre bebés abandonados en basureros o en baños públicos. Los padres de esos bebés probablemente hayan estado pasando por dificultades emocionales graves. Las madres pueden haber ocultado su embarazo, por temor a lo que pasaría si sus familias se enteraran. Abandonaron a sus bebés porque tenían miedo y no tenían nadie a quien pedir ayuda. El abandono de un recién nacido es ilegal y pone al bebé en una situación de peligro extremo. Muy a menudo el abandono provoca la muerte del bebé. La Ley de Entrega de Bebés sin Peligro impide que vuelva a suceder esta tragedia en California.

Historia de un bebé

A la mañana temprano del día 9 de abril de 2005, se entregó un recién nacido saludable a las enfermeras del Harbor-UCLA Medical Center. La mujer que llevó el recién nacido al hospital se dio a conocer como la tía del bebé, y dijo que la madre le había pedido que llevara al bebé al hospital en su nombre. Le entregaron a la tía un brazalete con un número que coincidía con la pulsera del bebé; esto serviría como identificación en caso de que la madre cambiara de opinión con respecto a la entrega del bebé y decidiera recuperarlo dentro del período de 14 días que permite esta ley. También le dieron a la tía un cuestionario médico, y ella dijo que la madre lo llenaría y lo enviaría de vuelta dentro del sobre con franqueo pagado que le habían dado. El personal médico examinó al bebé y se determinó que estaba saludable y a término. El bebé fue ubicado con una buena familia que ya había sido aprobada para adoptarlo por el Departamento de Servicios para Niños y Familias.

